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ABSTRACT

This directory lists materials and products useful in the professional development of teachers and other providers of transitional services to young people with disabilities. Materials and products were identified through requests to state and local educators, state systems, change and model demonstration transition projects, regional resource centers, information clearinghouses, and other relevant sources. The directory is divided into five sections: (1) an introductory section; (2) the "Taxonomy for Transition Programming," (3) products and materials listed by state; (4) other transition-related resources; and (5) an index listing entries by "Taxonomy" category. Listings typically include information on nominating source, material/product title, purchasing source and price, product characteristics, relevant "Taxonomy" practice categories, and target audience. Other resources are listed alphabetically by title and include publisher, source, and price. A list of publishers with addresses, Web sites, and phone/Fax numbers is also included. (DB)

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ED 437 797

A Directory of Products and Materials for Professional Development

TRANSITION

from SCHOOL TO LIFE

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Paula D. Kohler · Suzan M. VanBeaver

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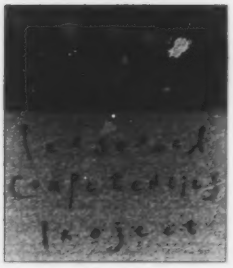
Transition-Related Personnel Competencies Project · Transition Research Institute
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

A Directory of Products and Materials for Professional Development

TRANSITION *from* SCHOOL TO LIFE

Paula D. Kohler · Suzan M. VanBeaver

Transition-Related Personnel Competencies Project · Transition Research Institute
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



THIS PUBLICATION is part of a professional development series developed by the Transition-Related Personnel Competencies Project. The series includes:

- Transition from School to Life:
  A Workshop Series for Educators and Transition Service Providers
- Transition from School to Life:
  A College Curriculum for Special Educators
- Transition from School to Life:
  A College Curriculum for General Educators
- Transition from School to Life:
  A Directory of Products and Materials for Professional Development

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Acknowledgments

THE AUTHORS GRATEFULLY ACKNOWLEDGE the hard work and diligence of Betty Taylor, who was responsible for word processing and formatting this directory. Betty endured many drafts, edits, and format changes with her usual cheerfulness, expertise, and attention to detail. We're grateful for her hours of hard work that resulted in a product of which we are very proud.

We also thank the hundreds of people across the United States that provided the information included in this directory. Because of their efforts, this directory includes information about a variety of materials and products useful for improving the knowledge and skills of educators, community service personnel, parents, students, and other transition stakeholders.

Finally, we acknowledge Ana-Lucia Gosling and Sharon Haworth, who assisted with various stages of this project.

Directory Overview

Welcome to *Transition from School to Life: A Directory of Products and Materials for Professional Development*. This directory is one in a series of four products developed for both preservice and inservice professional development. These materials are designed to help colleges and universities and state, regional, and local organizations increase the knowledge and skills of educators and other service providers to provide transition education and services. In this section, we provide an overview of the background, content, and organization of the directory. Our intent is to provide an effective means to share information about materials and products useful for professional development with others who have identified training needs relevant to transition planning. Together, we hope to increase capacity to positively affect the postschool outcomes of students with disabilities.

BACKGROUND: The content of the products in our professional development series is based on the *Taxonomy for Transition Programming* (Kohler, 1996), a model of transition practices developed through a series of studies that examined transition-related research and exemplary transition programs. The curricula and workshop series focus on increasing participants' knowledge about practices included in the *Taxonomy*. This directory was developed as a resource for those using our other products, as well as for others conducting transition-related professional development activities. A copy of the *Taxonomy for Transition Programming* is provided in the following section. For more information about the taxonomy, we suggest you refer to the *Taxonomy* link of the Transition Research Institute's web site: http://www.ed.uiuc.edu/coe/sped/tri/transindex.html.

CONTENT: The products and materials listed in this directory were identified through requests to state and local educators, state systems change and model demonstration transition projects, regional resource centers, information clearinghouses, and other relevant sources. As we received information about products

and materials, we catalogued it by state and reviewed it for coding with respect to several characteristics: (a) correspondence to a *Taxonomy* transition practices category(ies), (b) target audience, and (c) media type. We also attempted to identify the product's author where appropriate, publication date, availability for purchase or loan, and cost. Finally, we prepared a brief description of each item, either by using the information submitted or by contacting the source of the submission.

We want to be clear to our readers about the review and coding process that we utilized. We did not review the actual products and materials—we used the information provided to us about the products to code them with respect to taxonomy category, target audience, and media type. We are confident that our efforts resulted in accurate descriptions, but apologize if we've erred in any way.

Out intent with this directory was to identify materials and products designed specifically for transition-related professional development, relevant to either in-service or preservice audiences. As items were submitted, however, we realized that many of them were products or materials designed for student or parent development rather than professional development, such as specific curricula or assessment packages. Subsequently, we decided to include many of these as they provide concrete examples that might be useful in professional development. Thus, throughout the directory, a number of items appear that have students or other transition stakeholders as the identified target audience. With this said, we also want to indicate that this directory does not provide a complete listing of *all* the transition-related materials available today, but does provide numerous examples for use in transition-related professional development activities.

ORGANIZATION: This directory is divided into five sections: this introductory section, the *Taxonomy for Transition Programming* (Kohler, 1996), products and materials listed by state, other transition-related resources, and an index listing entries by *Taxonomy* category.

Within each state, organizations that identified products and materials are listed alphabetically. An organization's information includes name, address and other contact information, and purchasing or loan procedures where relevant. Then, specific items available through the organization are identified. For each entry,

transition practice category, media type, and target audience are indicated, and if possible, the author and/or publisher, date of publication, and cost. The following example illustrates the layout:

State

ORGANIZATION
Department
Address
City, State, Zip
Telephone
Fax

Title • Author • Publisher (when author & publisher are the same, they are not repeated) • Date • Ref # • Cost

Description

TAXONOMY CATEGORY
Audience • *Media Type*

9

The Taxonomy for Transition Programming

BEST COPY AVAILABLE

The TAXONOMY for TRANSITION PROGRAMMING

STUDENT-FOCUSED PLANNING

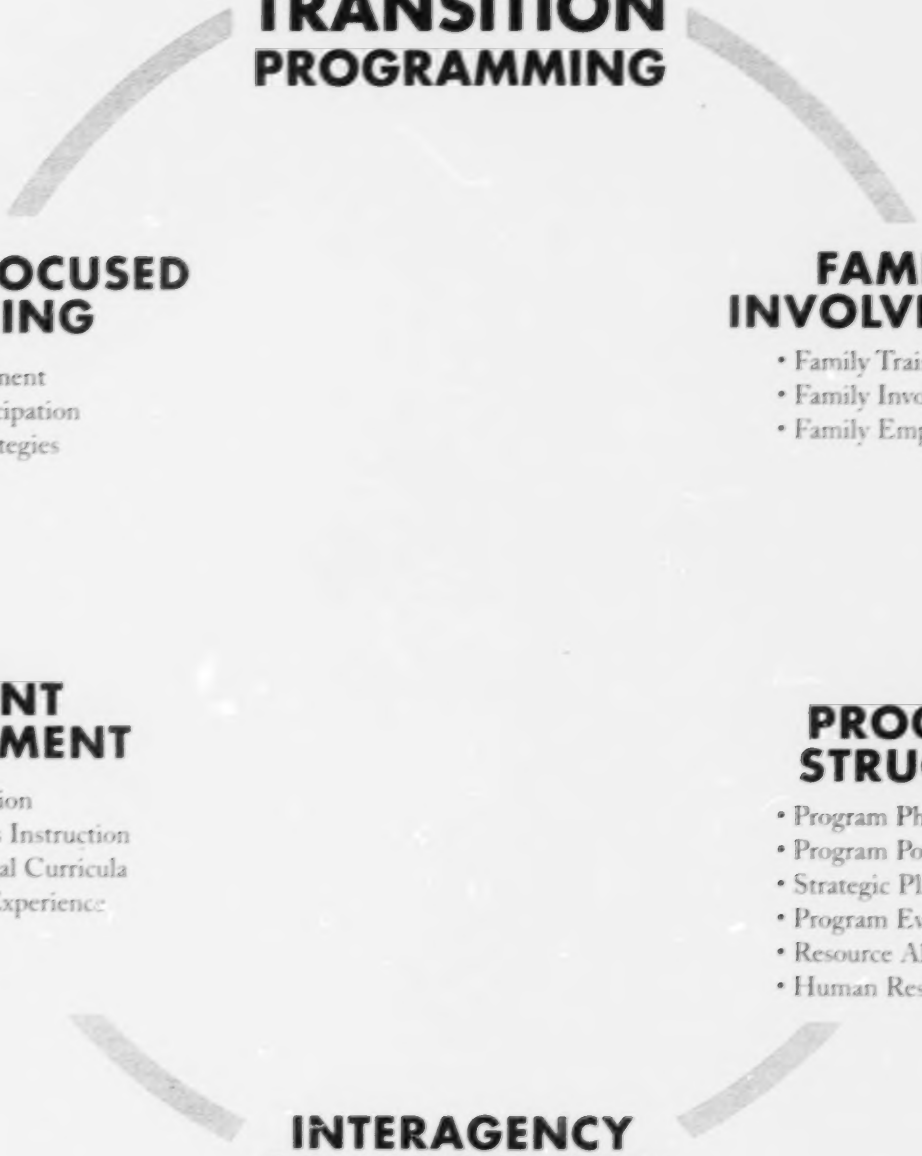
FAMILY INVOLVEMEN

STUDENT DEVELOPMENT

PROGRAM STRUCTURE

INTERAGENCY COLLABORATION

The TAXONOMY for TRANSITION PROGRAMMING



TUDENT-FOCUSED PLANNING

- IEP Development
- Student Participation
- Planning Strategies

FAMILY INVOLVEMENT

- Family Training
- Family Involvement
- Family Empowerment

STUDENT DEVELOPMENT

- Life Skills Instruction
- Employment Skills Instruction
- Career & Vocational Curricula
- Structured Work Experience
- Assessment
- Support Services

PROGRAM STRUCTURE

- Program Philosophy
- Program Policy
- Strategic Planning
- Program Evaluation
- Resource Allocation
- Human Resource Development

INTERAGENCY COLLABORATION

- Collaborative Framework
- Collaborative Service Delivery

STUDENT-FOCUSED PLANNING

IEP Development

— Options identified for each outcome area or goal
— Post-secondary education or training goals and objectives specified in the IEP
— Vocational goals and objectives specified
— Community-related and residential goals and objectives specified (e.g., voting)
— Recreation and leisure goals and objectives specified
— Educational program corresponds to specific goals
— Goals are measurable
— Personal needs are addressed in planning (e.g., financial, medical, guardianship)
— Specific goals and objectives result from consumer choices
— Progress or attainment of goals is reviewed annually
— Responsibility of participants or agencies specified
— Evaluation of participant fufillment of responsibilities

Student Participation

— Planning team includes student, family members, and school and participating agency personnel
— Assessment information is used as basis for planning
— Transition-focused plannning begins no later than age 14
— Meeting time adequate to conduct planning
— Preparation time adequate to conduct planning
— Planning meeting time and place conducive to student and family participation
— Accommodations made for communication needs (e.g., interpreters)
— Referral to adult service provider(s) occurs prior to student's exit from school
— Planning team leader identified

Planning Strategies

— Self-determination facilitated within the planning process
— Planning decisions driven by student and family
— Planning process is student-centered
— Student involvement in decision making
— Documentation of student interests and preferences
— IEP involvement training for students
— Career counseling services provided to student
— Student self-evaluation of process

STUDENT DEVELOPMENT

Life Skills Instruction

— Leisure skills training
— Social skills training
— Self-determination skills training, including goal setting and decision making
— Self-advocacy skills training
— Independent living skills training
— Learning strategies skills training

Employment Skills Instruction

— Work-related behaviors and skills training
— Job seeking skills training
— Occupation-specific vocational skill training

Career & Vocational Curricula

— Provide career education curriculum
— Provide tech prep curriculum
— Provide cooperative education curriculum

Support Services

— Identification and development of environmental adaptations
— Identification and development of accommodations
— Identification and development of natural supports
— Provision of related services (e.g., OT, PT, speech therapy, transportation)
— Use of mentors

Assessment

— Vocational assessment (including curriculum-based and situational assessment)
— Academic, cognitive, and adaptive behavior assessments

Structured Work Experience

— Apprenticeships
— Paid work experience
— Work study program
— Job placement services (prior to school exit)

INTERAGENCY COLLABORATION

Collaborative Service Delivery

— Coordinated requests for information (e.g., to parents, employers)
— Reduction of system barriers to collaboration
— Collaborative funding and staffing of transition services
— Collaborative development and use of assessment data
— Coordinated and shared delivery of transition-related services
— Systems information disseminated among cooperating agencies
— Collaborative program planning and development, including employer involvement
— Collaborative consultation between special, "regular," and vocational educators
— Collaboration between post-secondary education institutions and the school district

Collaborative Framework

— Interagency coordinating body that includes consumers, parents, service providers, and employers
— Formal interagency agreement
— Roles of service providers clearly articulated
— Established methods of communication among service providers
— Student information shared among agencies via established procedures (with appropriate release of information and confidentiality)
— Single-case management system
— "Lead" agency identified
— Designated transition contact person for all service providers

FAMILY INVOLVEMENT

Family Involvement

— Participation in program policy development
— Participation in service delivery
— Involvement in student assessment
— Participation in evaluation of student's program
— Parents/families exercise decision making
— Parent/family attendance at IEP meeting
— Parents/family members as trainers
— Parents/family members as mentors
— Parents/family role in natural support network

Family Empowerment

— Pre-IEP planning activities for parents/families
— Parents/families presented with choices
— Transition information provided to parents/families prior to student's age 14
— Structured method to identify family needs
— Parent/family support network
— Child care for transition-related planning meetings (e.g., IEP, ITP)
— Respite care
— Information to parents/families provided in their ordinary language

Family Training

— Training about promoting self-determination
— Training about advocacy
— Training about natural supports
— Training focused on thier own empowerment
— Training on transition-related planning process (e.g., IEP, ITP)
— Training about agencies and services
— Training on legal issues

PROGRAM STRUCTURE

Program Philosophy

— Curricula are community-referenced
— Curricula are outcome-based
— Education provided in least restrictive environment
— Education provided in integrated settings
— Student has access to all educational options (secondary and post-secondary)
— Cultural and ethnic sensitivity in programs and planning
— Flexible programming to meet student needs
— Program planning is outcome-based
— Longitudinal approach to transition (early childhood to adult)

Program Evaluation

— Data-based management system
— Evaluation utilization for program improvement
— Ongoing program evaluation
— Specific evaluation of student outcomes
— Student/family role in program evaluation
— Secondary-level education services needs assessment
— Post-school services or program needs assessment
— Annual evaluation of interdisciplinary policy and procedures

Strategic Planning

— Community-level strategic planning focused on local issues and services
— Regional-level strategic planning
— State-level strategic planning
— Community-level transition body focused on local issues and services
— Regional-level transition body focused on regional/state issues
— State-level transition body focused on regional/state issues

Program Policy

— Adult service systems restructured to include transition-related planning and services as integral components
— Education system restructured to include transition-related planning and services as integral components
— Administrative, school board, and community support for the program
— Program values, principles, and mission are clearly articualted
— Specific and consistent transition-related policies and procedures between and within agency and education participants
— Transition planning program structure and process clearly articualted

Human Resource Development

— Transition practices resource materials available to personnel, families, and employers
— Assigned staff are qualified
— Preservice training on transition practices
— Sufficient allocation of personnel
— Transition-related technical assistance
— Establishment of transition-related personnel competencies
— Ongoing transdisciplinary staff development

Resource Allocation

— Creative use of resources
— Sufficient allocation of resources
— Student/family role in resource allocation
— Resources transferred from sheltered and/or segregated facilities to community-based and/or integrated settings

Transition-Related Products and Materials

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Alaska

SPECIAL EDUCATION SERVICE AGENCY (SESA)

2217 East Tudor Road, Suite 1
Anchorage, AK 99507
907-562-7372
TTY: 907-563-8284
FAX: 907-562-0545
Contact: Anne Freitag, Librarian

Transition: Reach for your Dreams! • J. Porterfield, M. Rowe, J. Burtner, and L. Kieffer • SESA • 1990

The purpose of this manual is to prepare professionals to work with secondary students with disabilities to plan for their transition from school to work or postsecondary education. This manual is designed for professionals in rural Alaska, however, professionals located in other rural communities may benefit from this information. It includes sample workshop agenda and sample forms. A limited supply is available.

STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION
Educators, Service Providers • *Handbook*

Arizona

COMMUNITY SUPPORT RESOURCE LIBRARY

c/o Community Rehabilitation Division
University of Arizona Health Sciences Center
816 E. University Boulevard
Tucson, AZ 85721-0432
520-792-3542
FAX: 520-792-3641
Contact: Mike Shafer, Ph.D.

The Community Support Resource Library is designed to provide Arizonans with current information on transition, supported employment, psychosocial rehabilitation, and related topics.

Materials can be checked out for a one-month period and should be returned by mail within the specified time period.

Materials can be renewed by one of three methods (Out-of-state requests require different procedures):

- telephone request to renew: 520-792-3542
- fax request to renew: Community Support Resource Library, c/o Community Rehabilitation Division, 520-792-3641
- submit a written request to renew: Community Support Resource Library, c/o Community Rehabilitation Division, The University of Arizona Health Sciences Center, 816 E. University Boulevard, Tucson, AZ 85721-0432.

The following materials were selected from the Community Support Resource Library and represent the pool of transition-related training materials.

Ability + Diversity = Economic Strength • National Disability Employment Awareness Month • President's Committee on Employment of People with Disabilities • 1994 • Ref #: MK-CEPD

These materials aid in carrying out educational information programs and activities to advance the employment of individuals with disabilities. The kit includes sample media and planning materials, a sample proclamation poster, general resources, an evaluation form, and media access tips.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

Advanced Peer Counseling • San Mateo Mental Health Services Division • San Mateo Mental Health Services Division, Center for Independence of the Disabled and Independent Living Resource Center of San Francisco • 2-1994 BND • Ref #: AD SMMH

This workshop was designed for mental health providers interested in peer counseling. Topics include cultural competence, overview of helping relationships, boundaries, facilitating groups, schizophrenia, bipolar, major depression, personality disorders, PTSD and suicide, grief and loss, dual diagnosis, psychotropic medications, apathy, diffusing a crisis, conflict resolution, and role of case manager.

PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers • *Training Manual/Modules*

Applying the Fair Labor Standards Act When Placing Students into Community-Based Vocational Education: Trainer's Manual • L.L. Love • Arizona Department of Education • 1994 • Ref #: CA-LOVE

This training manual provides information to educators on how to assess individual student needs, preferences, and capabilities when determining placement. The focus is on employing a systematic process designed to lead students from their present level of employment awareness and skill development to their eventual employment outcome as adults. The emphasis is on student participation in a continuum of education and eventual employment.

STUDENT DEVELOPMENT
Educators • *Training Manual/Modules*

The Blueprint: Implementing Services for the Seriously Mentally Ill • Arizona Center for Clinical Management (ACCM), Maricopa County • 1992 • Ref #: MI-ACCM

These three videos portray training processes for implementing services for people with serious mental illness. Included are an overview of the history and current trends of mental illness in Arizona and the U.S., including rehabilitation, residential programs, and other supports. Pre- and posttests are included.

PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers • *Videotape, Other*

Bridge to a New Life: Consumer Control • Budde, Feighny, and White • Research and Training Center on Independent Living, University of Kansas Affiliated Program • 1992 • Ref #: SM-BUDD

This video is intended for use by consumers, service providers, and advocates. It demonstrates the necessity of individuals with disabilities making their own decisions and taking responsibility for their needs and wants. Suggestions for how to make this happen through a planning process are included.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Service Providers, Students, Other • *Videotape*

Career Education Program • Danley, Hutchinson, Kohn, Sullivan, and Unger • Center for Psychiatric Rehabilitation, Sargent College of Allied Health Professions, Boston University • 1986-1l, 1986-1r-2i, 2r, 3l, 3r, and 4l, 4r • Ref #: CA-CPR

This career education training manual includes the following four workshop units: Profiling Vocational Potential, Researching Career Alternatives, Career Planning, and Strategic Planning and Identifying Essential Skills. An instructor's manual and reference handbook are also part of the program.

STUDENT DEVELOPMENT
Educators • *Training Manual/Modules*

A Complete Job Search Curriculum Video Series • JIST Works, Inc. • 1989 • Ref #: JC-JIST

This 12-part video series covers various employment-related topics. The videotapes

can be used for educators or students with disabilities.

STUDENT DEVELOPMENT
Educators, Students • *Videotape*

Developing Transition Services in the IEP • L.L. Love • Special Education Section, Arizona Department of Education • 1993 • Ref #: TR-LOVE

This training packet is designed for use by educators when developing transition services as part of the IEP. Includes sample IEPs and practice forms for developing and writing about transition services.

STUDENT-FOCUSED PLANNING
Educators • *Training Manual/Modules*

Developing and Writing Transition Services Within the IEP Process • E. O'Leary and J. Paulson • 1991 • Ref #: TR-OLEA

This handbook is designed for teachers, administrators, and others to address and meet the needs of students as they transition from school to adult life. It includes sample IEPs.

STUDENT-FOCUSED PLANNING
Educators, Other • *Handbook*

Enhancing the Lives of Adults with Disabilities: Training Manual • D. Dileo • Training Resource Network, St. Augustine, FL • 1993 • Ref #: BH-DILE

This training manual for educators and service providers accompanies the Orientation Manual—*Enhancing the Lives of Adults with Disabilities.* (See University of New Hampshire/UAP for Orientation Manual order information.)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Service Providers • *Training Manual/Modules*

Ethical Practices in Rehabilitation • Rehabilitation Institute, Southern Illinois University, Carbondale, IL • 1991 • Ref #: RH-REHA

These preservice instructional materials were designed to teach service providers a process for making ethical decisions by systematically drawing from personal values, values of the agency, values of the consumer, code of professional ethics, and case information. Examples include ethical dilemmas that stem from such conflicts as a

client's freedom of choice or the need to maximize consumer benefits.

PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers • *Training Manual/Modules*

Get the Marketing Edge! A Job Developer's Tool Kit for People with Disabilities • D. Dileo • Training Resource Network, St. Augustine, FL • 1993 • Ref #: PD-DILE

This functional guide serves as an aid for job developers interested in securing employment for individuals with disabilities.

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

MAPS: A Plan for Including All Children in Schools • Kansas State Department of Education • 1990 • Ref #: IG-KANA

This video demonstrates how the MAPS process works within the context of ITP and IEP planning.

STUDENT-FOCUSED PLANNING
Educators, Service Providers, Students, Family, Other • *Videotape*

Overview of Serious Mental Illness • A. Middaugh and R. Jones • Community Rehabilitation Division, University of Arizona Health Sciences Center • 1994 • Ref #: MI-CRD

This training manual for service providers provides an overview of serious mental illness.

PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers • *Training Manual/Modules*

Peer Rehabilitation Counseling Training Manual • San Mateo Mental Health Services Division • San Mateo Mental Health Services Division and Center for Independence of the Disabled, Independent Living Resource Center of San Francisco • 1994 • Ref #: AD SMMH

This course was designed as a transitional college course for individuals with disabilities who are interested in peer support, peer counseling, and career options. Possible benefits for student participants are increased self-esteem, personal achieve-

ment, increased social skills, expanded social network, acknowledgment and value of personal life experiences, increased self-confidence, and opportunity to receive feedback about how one relates to other people.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Curriculum Guide*

Returning to School Following Traumatic Brain Injury: A Guide for School Personnel • Script by P. K. Waaland • RRTC on STBI, Medical College of Virginia • 1993 • Ref #: BI-RRTC

This video was developed for school personnel working to help students return to school following traumatic brain injury.

STUDENT DEVELOPMENT
Educators • *Videotape*

Self-Advocacy • Virginia Department of Mental Retardation (VDMR) • 1989 • Ref #: AD-VDMR

In this video people with disabilities speak about their disabilities and describe how they handle life situations as a way to inform educators and others.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Service Providers, Students, Family, Other • *Videotape*

Self-Advocacy Resource Materials • Arizona State University • 1993 • Ref #: AD-TRAN

This resource guide on self-advocacy contains worksheets, handouts, and readings on service user participation, self-advocacy in the school, self-advocacy groups, and an annotated bibliography.

STUDENT DEVELOPMENT
Educators, Service Providers, Students, Family, Other • *Handbook*

Supported Employment Concepts • R. W. Venne • Supported Employment Concepts • 1993 • Ref #: M -VENN

This handbook was written to assist supported employment professionals in developing jobs for people with disabilities. Techniques and strategies are designed to

guide educators and service providers in developing successful marketing tools and presentations.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Working on the Dream: A Guide to Career Planning and Job Success • D. Lavin and A. Everett, edited by B. DePoint • Resources in Special Education, Inc., Spring Lake Park, MN • 1995 • Ref #: CA-LAVI

This career planning and job success handbook uses the Americans with Disabilities Act as a foundation for instruction. Issues addressed include working through financial disincentives, planning reasonable job accommodations, consumer-directed job search strategies, and job management.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Service Providers, Students • *Handbook*

TUCSON UNIFIED SCHOOL DISTRICT

Special Education Transition Projects
P.O. Box 40400
Tucson, AZ 85717-0400
520-318-2920 or 520-617-7322

A Teacher's Guide to Peer Tutoring • $5.00

This handbook of recommended peer tutoring guidelines was designed for special and vocational education teachers. Included are a discussion on rationale, benefits of peer tutoring, and various tutoring formats to assist both the teacher and student in implementing a successful peer tutoring program.

STUDENT DEVELOPMENT
Educators • *Handbook*

Development and Implementation of a Vocational Education and Special Education Curriculum for the Preparation of Students for Vocational Classes and Employment: A Replication Manual • $6.00

This training manual describes the process used in the development and implemen-

tation of a curriculum that prepares students in special education for vocational classes and employment. The manual contains a description of a process to be used by educators when setting up their curricula, sample forms for collecting input, sample modules, and course descriptions.

STUDENT DEVELOPMENT
Educators • *Training Manual/Modules*

Employability and Social Skills Checklist • $1.00

This 35-item rating scale may be used by educators and employers to rate student performance in four areas: work skills, interpersonal skills, dependability, and appearance.

STUDENT DEVELOPMENT
Educators, Other • *Other*

Employment Training Course Outline and Guide • $20.00

This training course was developed to assist the special education teacher in preparing students with disabilities for successful transition into the community and the world of work. The course guide was designed to complement regular vocational classes and work experience or on-the-job positions. Included are daily lesson plans for a complete semester course.

STUDENT DEVELOPMENT
Students • *Curriculum Guide, Training Manual/Modules*

Interagency Collaboration: A Replication Manual • $6.00

This handbook describes the process of developing a successful model for interagency collaboration including formal and informal linkages. A sample formal agreement is included as well as information about various collaborative projects.

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Job Developer Instructors, Work Experience Specialists, Job Coaches: A Guide for Implementing Supported Employment within Integrated Community Businesses • $8.00

The intent of this manual is to assist job developer instructors, work experience specialists, and job coaches with the delivery of supportive employment services to students within Tucson Unified School District (TUSD). The information provided in this manual reflects the philosophy of nationally recognized best educational practices for students with disabilities and the vocational policies of the TUSD's special education department.

STUDENT DEVELOPMENT
Educators • *Handbook*

Making a Difference: Hiring People with Disabilities • $35.00

This 24-minute videotape (Part I: Employers' Point of View, Part II: Students' Point of View) is appropriate for employers, service providers, parents, students, and staff. It shows students with disabilities working in various jobs and participation in interviews with co-workers and their supervisors. The video demonstrates the ability of individuals with disabilities to work successfully at a variety of jobs.

STUDENT DEVELOPMENT
Educators, Service Providers, Students, Family • *Videotape*

Self-Determination Instructional Modules • 1997 • $8.00

These training modules were designed as tools for students to increase self-esteem, become self-determined, and develop awareness regarding their transition planning.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students • *Training Manual/Modules*

Social Skills Instructional Modules • $10.50 set

These instructional modules were created by teachers to provide students with personal, vocational, and social skills needed to be successful on the job and in the community. Activities focus on self-awareness, values, communication, self-advocacy, and employability.

STUDENT DEVELOPMENT
Students • *Training Manual/Modules*

Teacher's Booklet: Strategies for Instructing Students with Special Needs in the Vocational Classroom • $4.00

This handbook is intended for teachers who teach students with disabilities in vocational classrooms. This is a beginning resource guide for learning about student needs.

STUDENT DEVELOPMENT
Educators • *Handbook*

Transition Awareness Day: A Replication Manual • $4.00

This handbook for educators describes how to plan and implement a transition awareness day for parents and students. The transition awareness day provides an opportunity for the target audience to learn about available resources in the community during the transition years. Included are a description of methods used for planning and implementation as well as sample correspondence forms.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Students, Family • *Handbook*

Transition Planning: A User's Guide • $15.00

This guide acquaints educators with the transition requirements of the Individuals with Disabilities Education Act of 1990. It contains an Individual Transition Plan (ITP) form and checklist, as well as sample transition goals and objectives. Suggested transition activities are also included.

STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Vocational Education Basic Skills Instructional Modules • $30.00 set; or:

- Building Trades (101 pages) · $8.00
- Drafting (25 pages) · $5.00
- Home Economics (34 pages) · $5.00
- Photography (26 pages) · $4.00
- Typing (30 pages) · $4.00

• Welding (24 pages) · $4.00
• Woodworking (22 pages) · $4.00

These curriculum instructional modules are designed for special education teachers to use with peer tutors who will assist students with disabilities in their transition into vocational education classes.

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Arkansas

ARKANSAS TRANSITION PROJECT
Division of Special Education
#4 State Capitol Mall, Room 105C
Little Rock, AR 72203
501-682-4297
FAX: 501-682-4313

Adult Needs Survey • 1995

This survey is used to assess the transition needs of the student with a disability. Special education teachers can use this survey to project the transitional needs for 14 year-old students. (3 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Other*

Arkansas Transition Project Core Training Packet • 1995

This is a training manual for teachers, adult service providers, and parents. It provides an overview of the transition process and the roles of individual team members. (50 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Training Manual/Modules*

Transition Checklist • 1995

This tool may be utilized by special education teachers to ensure that the mandates

of transition are met throughout the transition process. (1 page)

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Other*

Transportation Survey • 1995

This survey may be used in the transition process to help determine the transportation needs of students with disabilities. (1 page)

PROGRAM STRUCTURE AND ATTRIBUTES
Educators • *Other*

PHIL STINEBUCK
105 Reserve Avenue, Building 35
P.O. Box 1358
Hot Springs, AR 71902
501-624-4411 ext. 315
FAX: 501-624-6250

Interacting with People with Disabilities: An Etiquette Handbook •
P. Stinebuck

This handbook provides appropriate and common sense ways of interacting with individuals with disabilities.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family, Other • *Handbook*

California

CALIFORNIA INTEGRATED WORK PROJECT

18662 MacArthur Blvd., Suite 330
Irvine, CA 92715
714-851-7723

A Business Orientation to Job Development • D. Verstegen

The purpose of this workshop is to provide job developers and related supported employment professionals with systematic job-development procedures, utilizing sales and marketing, and fund-raising techniques. The workshop is based on the assumption that supported employment programs that employ a business-like approach to job development will be more effective in obtaining community jobs for individuals with disabilities.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers • *Handbook*

CALIFORNIA SCHOOL TO WORK

Interagency Transition Partnership
717 "K" Street, Suite 400
Sacramento, CA 95814
916-564-8268
FAX: 916-564-6267

Agency Cross-Training System Development • 1993

This handbook was designed to present and stimulate thinking about ways to

establish and provide interagency training. (30 pages)

INTERAGENCY COLLABORATION
Educators, Service Providers • *Handbook*

Department of Rehabilitation Training: Collaborative Service Delivery • 1995

This handbook represents the California Department of Rehabilitation Jobs-Alike project trainings for rehabilitation counselors. The topics focus on how to collaborate with other agencies and deliver client-centered services. (100 pages)

INTERAGENCY COLLABORATION
Service Providers • *Handbook*

How to Build an Interagency Collaborative Team to Serve Customers Better and Save Money: Team Owner's Guide • 1995

This useful and practical guide focuses on how to start a new or improve an already existing collaborative interagency team to increase the post-school outcomes of youth with disabilities. The handbook includes background information on SWITP, how and why to start interagency teams, and topic resource lists. (106 pages)

INTERAGENCY COLLABORATION
Educators, Service Providers • *Handbook*

Transition Services from School to Adult Life: Consumer and Family Outreach Training • 1995

Developed by parents for parents and students, this training program provides parents and consumers with information about transition, person-centered planning, and how to advocate for systems change. Complete training binder includes overview, overheads, presentation materials, and participant guide. (100 pages)

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Students, Family • *Training Manual/Modules*

HORIZONS PROGRAM

c/o Beverly Huff
Irvine Unified School District
5050 Barranca Parkway
Irvine, CA 92714-4698
714-651-0444

Self-Determination

- **Transition: A Handbook for Parents, Students, and Advocates**
- **Support Interventions: A Systems Guide**
- **Student Strategies: A Coaching Guide**

The *Transition* manual is a fact book covering topics such as transition, legal issues, funding issues, and support services. The *Support Interventions* guide describes the system that supports the *Student Strategies* curriculum and includes mentor, parent, and collaboration components. The *Student Strategies* guide is available only as part of a 2-day self-determination training session. This manual provides detailed instruction in the following eight areas: goal-setting, information gathering, planning, decision-making, problem-solving, communication, self-advocacy, and coping and self-talk. Coaching is emphasized throughout the manual as the main strategy for guiding the student in defining and constructing a personal approach to becoming self-determined.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Students, Family • *Training Manual/Modules*

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

Graduate School of Education
University of California at Berkeley (UCB)
2150 Shattuck Avenue, Suite 1250
Berkeley, CA 94704
800-762-4093/510-642-4004
FAX: 510-642-2124
E-mail: ccollins@uclink.berkeley.edu

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To order publications or products contact:
NCRVE Materials Distribution Service
Horrabin Hall 46
Western Illinois University (WIU)
Macombe, IL 61455
800-637-7652
FAX: 309-298-2869

Getting to Work: A Guide for Better Schools • M.L. Rahn, M. Alt, D. Emanuel, C.G. Ramer, E.G. Hoachlander, P. Holmes, M. Jackson, S.G. Klein, and K. Rossi • $395.00 (complete set)

This workshop packet includes the following: practitioner's guide, modules 1-5, and facilitator's guide.

Getting To Work • Practitioner's Guide: Introduction • $275.00

Getting to Work adopts four guiding principles as the foundation for a comprehensive, career-oriented curriculum that holds all students to high academic standards needed for the full range of postsecondary opportunities and for successful employment, stresses application of knowledge and skills in the context of work, adopts multiple assessment strategies for demonstrating achievement and understanding, and involves a range of workplace and community partners.

STUDENT DEVELOPMENT
Educators • *Handbook*

Getting To Work • Module 1: Education for Work • $65.00

Module 1 consists of four units. Each unit develops an alternative organizational approach to work-oriented education within courses, programs, schools-within-schools, and entire schools. Each unit provides strategies for clarifying goals and objectives, adopting an organizational structure, developing a steering committee, and defining specific curriculum components.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Getting To Work • Module 2: Integrated Curriculum • $65.00

Integrating academic and vocational curriculum is a central feature of *Getting to Work*. This module helps teachers develop integrated curriculum in four ways: Unit 1 helps curriculum planners clearly specify the learner outcomes they seek to promote, Unit 2 shows how to use industry and other work-related themes to

achieve broad-based integration throughout academic and vocational courses, Unit 3 demonstrates ways to use student projects to link academic and vocational instruction and knowledge and skills to real-life problems, and Unit 4 offers strategies for connecting secondary and postsecondary curriculum to self-articulated pathways of academic and career-oriented studies.

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Getting To Work • Module 3: Learning Experiences • $65.00

Work-based learning provides opportunities to create exciting new learning experiences for students. This module contains four units that help teachers create four different kinds of work-based learning experiences: internship, cooperative education, and youth apprenticeship; school-based enterprise; studios and laboratories; and activities that bridge classrooms and workplaces, including mentoring, job shadowing, and field trips.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Getting To Work • Module 4: Student Assessment • $65.00

Getting a thorough understanding of how well students are mastering knowledge and skills requires a variety of assessment tools. This module helps teachers understand how to use the four different kinds of assessment: written assessments, performance tasks, senior projects, and portfolios. The utility of each assessment depends on knowing under what circumstances a particular approach is most appropriate.

STUDENT DEVELOPMENT
Educators • *Training Manual/Modules*

Getting To Work • Module 5: Cross-Cutting Issues • $65.00

This module contains eight units, each briefly addressing issues faced by teachers when using the strategies presented in Modules 1-4. These units address staff development, staffing, scheduling, team building, relationships with workplace partners, parent involvement, diversity and equity, and student entrance and exit issues. Also included are a list of terms, resources, and a bibliography to be used with the Practitioner's Guide.

FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Getting To Work • Facilitator's Guide • $150.00

Getting To Work • Workshop Plans • Extensive and detailed plans for professional development workshops range from one and one half hours up to two day sessions. Linked directly to each unit and module, these plans provide step-by-step guidance for training teachers and administrators in using *Getting to Work* in their schools and classrooms. The plans also include a program for training additional trainers at either the local or state level.

Getting To Work • Overheads • This is a collection of 100 professionally designed overheads for clearly presenting key concepts from each of the five *Getting to Work* modules.

Getting To Work • Video Clips • An 89-minute videotape provides real examples from various high schools, focusing on selected components of *Getting to Work.*

- Segment 1. Project-Based Learning: The Nottingham Project, Syracuse, NY (18 min.)
- Segment 2. Thematic Curriculum: Global Business Academy, Santa Ana, CA (15 min.)
- Segment 3. School-Based Enterprise: Rothsay High School, Rothsay, MN (10 min.)
- Segment 4. Studios and Laboratories: School of Environmental Studies, Minneapolis, MN (14 min.)
- Segment 5. Senior Project: Paul M. Hodgson Vocational-Technical High School, Newark, DE (14 min.)
- Segment 6. Portfolios: Michigan Employability Skills Portfolio and the California Technical Assessment Program (18 min.)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules, Videotape*

National Center for Research in Vocational Education (NCRVE) Catalog of Products • To order catalog contact NCRVE at UCB or WIU.

NCRVE includes resources that focus on preparing special populations for substantial and rewarding employment. (77 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Other • *Other*

Colorado

BOULDER VALLEY PUBLIC SCHOOLS

6600 Arapahoe
Boulder, CO 80303
303-447-5257
FAX: 303-447-5258

Business and Education Transition Alliance (BETA) • P. Stroup, BETA 2000 Project Director

These materials were developed upon the completion of a demonstration project funded by the U.S. Department of Education. Designed for educators, materials focus on business and education combining forces to promote students with disabilities in the transition from school to work.

STUDENT DEVELOPMENT
Educators • *Training Manual/Modules, Videotape*

COLORADO DEPARTMENT OF EDUCATION

Colorado Systems Change Transition Project
Career and Technical Education Resource Center
9125 East 10th Drive, Building 859
Aurora, CO 80010
303-340-7350
FAX: 303-340-7353

A Maze to Amaze: A Video and Manual for Constructing an IEP Transition Planning Meeting • Colorado Department of Education • 1996 • $50.00, Close-captioned videotape only (includes postage); $50.00, Regular

videotape only (includes postage); $65.00, 2 videotapes: one close-captioned and one regular (includes postage)

The *Maze to Amaze* video and accompanying handbook are intended for educators and service providers to use as an instructional tool. The video demonstrates the shift in the IEP process to include transition. The handbook provides examples and activities utilizing the Colorado state-recommended IEP and transition forms.

STUDENT-FOCUSED PLANNING
Educators, Service Providers • *Handbook, Videotape*

The Colorado Cache Catalog • Colorado Department of Education and Rocky Mountain Resource and Training Institute • 1996 • $12.00 (includes postage)

The Colorado Cache is a catalog of transition-related resources and products from the Colorado Systems Change Transition Project. The catalog includes handbooks, resource directories, transition planning information, communication tools, marketing information, curriculum, sample delivery models, assessment instruments, cross-system coordination information, and other transition-related products.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Other*

Colorado Transition Manual • Colorado Department of Education and Rocky Mountain Resource and Training Institute • 1992 • $30.00 (includes postage)

The *Colorado Transition Manual* was developed to assist special educators and agency personnel in designing and implementing a transition process. The manual includes transition-related content, resources, and self-directed activities in the areas of team building, transition planning, adult and community agencies, student and family empowerment, and understanding the nature of change. The manual provides a framework for transition teams to develop a unique transition process tailored to their own school and community issues and needs. (246 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Moving On: Planning for Transition from School to Adult Life Training Guide • PEAK Parent Center and Colorado Department of Education • 1991 • $10.00 (includes postage)

The *Moving On Training Guide* outlines a two- to three-hour awareness workshop on transition planning for families and educators. The guide provides script, training schedule, copies of hand-outs, and overheads designed to assist a training team. The team includes a special educator, adult agency representative, parent, and a person with a disability.

STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURE AND ATTRIBUTES
Educators, Family • *Training Manual/Modules, Videotape*

Transition Issues Curriculum: A Curriculum for Students in Special Education with Moderate Needs to Plan and Prepare for Their Own Transition • L. Carter, edited by S. McAlonan • 1991 • $20.00 (includes postage)

The *Transition Issues Curriculum* is designed for 11th- and 12th-grade students with disabilities. The guide provides a year-long course with step-by-step lesson plans for empowering students to plan their own transition from school to adult life. This community-focused approach includes units covering the following areas: education, career and employment, community and residential, legal and medical, recreation and leisure, and social and interpersonal. (166 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Curriculum Guide*

COLORADO DEPARTMENT OF EDUCATION

Special Education Services
201 E. Colfax, Room 300
Denver, CO 80203
303-866-6694

Colorado "Next Steps": Planning for Employment • 1986

This two-day in-depth workshop is designed for parents and educators of youth

with disabilities who are concerned with employment and independent living issues. (194 pages)

STUDENT DEVELOPMENT, FAMILY INVOLVEMENT
Educators, Family • *Training Manual/Modules*

Interagency Transition Training • 1996

This training manual is intended for interagency teams and governing board participants. Topics include team-building activities, development of action plan, cross-training, and best practices. (12 pages)

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Other • *Training Manual/Modules*

Paraprofessional Curriculum in Transition • 1996

This training curriculum is designed to help paraprofessionals work with students in the community. It emphasizes job coaching, job development, community resource access, mobility and public transportation, and job training. (397 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Curriculum Guide*

Transition Summer Institute Leadership Training • 1992-96

This three-day training workshop is designed to develop skills for the transition leadership team. The workshop emphasizes team-building activities and training in transition planning, interagency coordination, student and family empowerment, and the curriculum. It includes development of a district action plan, and identification of technical assistance and training needs. (20 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Training Manual/Modules*

SELF-DETERMINATION PROJECTS

School of Education
University of Colorado at Colorado Springs
Colorado Springs, CO 80933-7150
719-593-3272
Contact: Jim Martin or Laura Huber Marshall
jemartin@uccs.edu

TO ORDER:

Sopris West, Inc.,
1140 Boston Avenue
Longmont, CO 80501
303-651-2829
FAX: 303-776-5934

ChoiceMaker Self-Determination Transition Curriculum

1. Self-Directed IEP
2. Choosing Employment Goals
3. Take Action

These three instructional packages teach seven self-determination constructs: self-awareness, self-advocacy, self-efficacy, decision-making, independent performance, self-evaluation, and adjustment through leadership and management of the IEP process. The *Self-Directed IEP* is designed for use by students receiving special education services and the other packages can be used by all secondary students. The *Self-Directed IEP* teaches students the leadership skills needed to manage their IEP meeting, disclose their interests, skills, and limits, and build necessary support to reach their goals. *Choosing Employment Goals* teaches students a process for learning and articulating their employment interests, skills, limits, and goals. *Taking Action* teaches students how to reach their long-term goals. Each package comes with at least one student video, teacher guide, and student materials.

1. Self-Directed IEP • J. Martin, L. Huber Marshall, L. Maxson, and P. Jerman • 1993 • $95.00 (plus shipping and handling)

This instructional package includes a student workbook, a teacher's manual, 2 videotapes, and a self-determination assessment.

STUDENT-FOCUSED PLANNING
Students • *Training Manual/Modules, Videotape*

2. Choosing Employment Goals • J. Martin, L. Huber Marshall, L. Maxson, and P. Jerman • 1995

Choosing Employment Goals includes student worksheets, a teacher's manual, one videotape, and a self-determination assessment.

STUDENT DEVELOPMENT
Students • *Training Manual/Modules, Videotape*

3. Take Action • J. Martin, L. Huber Marshall, L. Maxson, P. Jerman, T. McGill, and T. Miller • 1997

Take Action includes student worksheets, a teacher's manual, one videotape, and a self-determination assessment.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Training Manual/Modules, Videotape*

Connecticut

INCREASING TRANSITION OPPORTUNITIES FOR CONNECTICUT YOUTH WITH DISABILITIES

Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
860-638-4242
FAX: 860-638-4231

Connecticut Transition Needs Assessment • 1993

This assessment instrument surveys transition-related student needs and includes curriculum, vocational training, follow-up procedures, and on-the-job training information. It is great for teachers and parents. (13 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Family • *Other*

Northeast Transition Training and Technical Assistance Directory • 1993

This directory includes approximately 35 transition-related workshops for school personnel, families, youth with disabilities, agency personnel, and businesses. (20 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Other*

PAPPANIKOU CENTER

Postsecondary Education Disability Unit
Publications Section
University of Connecticut
U-64, 249 Glenbrook Road
Storrs, CT 06269-2064

Learning Specialist Training Manual • J.M. McGuire and A.V. Litt • University of Connecticut, Program for College Students with Learning Disabilities, Pappanikou Center on Special Education and Rehabilitation •1991 • $25.00 (prepaid)

This training manual was developed as a resource and reference guide for staff who serve as learning specialists. It includes five sections: program philosophy, policies, and procedures; roles and responsibilities of a learning specialist; sample forms; useful resources; and strategies. The manual serves as a prototype for other support services and lends itself to staff development activities.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Florida

CLEARINGHOUSE/INFORMATION CENTER

Bureau of Student Services and Exceptional Education
Division of Public Schools
Florida Department of Education
622 Florida Education Center
Tallahassee, FL 32399-0400
904-488-1879

New Directions in Supported Employment: A Guide for Administrators and Program Managers • M.F. Hill and A. Noll • 1995

This handbook provides an overview of current approaches in supported employment services such as personal career planning, work culture analysis, and the use of natural supports.

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

Transition: The IDEA Way Agency Guide • K.E. Weiss, J.B. Repetto, D.E. Houchins, J. Hooper, N. Bamieh, B. Salazar, and S.E. Schwartz • 1995

This guide is beneficial for service agency personnel who wish to develop transition services mandated in IDEA. Described in detail are the transition guidelines used in the IEP and ITP processes for students 16 years or older, the laws and regulations, adult service agencies, and interagency collaboration.

STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers • *Handbook*

Transition: The IDEA Way Implementation Guide • J.B. Repetto, S. Thomas, and S.E. Schwartz • 1993

This guide may be useful to administrators and educators implementing transition service requirements outlined by IDEA for students. The IEP process is redefined for students with disabilities and information is provided for how to develop high-quality transition services.

STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

FLORIDA BLUEPRINT FOR SCHOOL-TO-COMMUNITY TRANSITION

Room 312F, Stone Building
Center for Policy Studies
Florida State University
Tallahassee, FL 32306-4076
904-644-1307
FAX: 904-644-5122

Developing Natural Supports in the Workplace: A Practitioner's Guide • S. Murphy, P. Rogan, M. Olney, M. Sures, B. Dague, and N. Kalina • 1994 • ISBN: 1-883302-06-4

The authors generate ideas and share their experiences in helping people with disabilities find community jobs and become integral parts of their workplaces. The book covers both on- and off-site resources for co-workers, supervisors, and other community members. Contents include key components of diversity employment, such as job development, job design and modification, job training, and ongoing supports. Each section provides specific strategies and offers real-life examples for putting ideas to work. This guide is for anyone who helps adults or students with disabilities get and keep jobs.

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

Getting Employed, Staying Employed • C. Mcloughlin, J. Bradley Garner, and M. Callahan • 1987 • ISBN: 0-933716-70-2

This practical book provides expert guidance for educators and service providers in

the job development, placement, and training process for persons with severe handicaps. It focuses on answering difficult questions job developers and trainers confront daily. Topics include securing quality employment, steps for conducting successful negotiations with potential employers, and dealing with an employee's problem behavior on the job.

The authors' step-by-step guidelines encourage readers to adapt strategies to their situations and to master the skills needed to identify job leads, identify research prospects, project a businesslike image, prepare a job evaluation, match employees with jobs, increase production, and trouble-shoot to help sidestep the difficulties that can occur at any stage. With 18 detailed appendices that offer sample forms and procedures, *Getting Employed, Staying Employed* helps bring success to the employment process.

STUDENT DEVELOPMENT
Educators, Service Providers • *Book, Compendium, Monograph*

The Mentor: Step-by-Step Guide to Creating an Effective Mentor Program in Your School • D. Nash and D. Treffinger • 1993

This book reflects research conducted on over 25 different academic models that have successfully connected students of various ages with mentors. The data collected have been distilled into seven key steps that promote program excellence. Special emphasis has also been placed on creative problem solving for program burnout, student drop outs, insufficient numbers of mentors, and much more.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Book, Compendium, Monograph*

FLORIDA NETWORK

University of Florida
Department of Special Education
P.O. Box 117050
Gainesville, FL 32611-7050
FAX: 352-392-2655

Legal Basis for Transition Planning in Exceptional Student Education • P.E. Wilkening • 1992-93

This handbook gives an overview of legislation dealing with transition of students with disabilities including the EHA, IDEA, ADA, and Carl Perkins. The relevant

historical foundations and its effect on transition planning are also discussed. Also included are frequently asked questions and answers about transition and a listing of organizations and resources available to students, families, and professionals in the field.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family • *Handbook*

Community-Based Vocational Training (CBVT) • F. Anderson • 1992-93

The increased emphasis on and wide acceptance of CBVT warrants this basic overview for educators of secondary students with disabilities. The benefits to the students of such a program are discussed in this handbook, which also explains how to establish, organize, and market an effective high school CBVT program. Answers to frequently asked questions about these programs are provided.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Person-Centered Planning • B.M. Menchetti and M.A. Sweeney • 1994-95

This handbook describes person-centered planning as a process for creating support groups for individuals with disabilities to share their preferences, interests, and dreams. This process is considered to be among the "best practices" for preference-based transition planning. Some of the strategies used in person-centered planning are discussed.

STUDENT-FOCUSED PLANNING
Educators • *Handbook*

Interagency Collaboration and Transition Councils • F. Anderson • 1992-93

The purpose of this handbook is threefold: to provide an overview of interagency collaboration and transition councils; to summarize current practices; and to offer guidelines, references, and resources for organizing and planning a council.

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Job Clubs and Vocational Student Organizations (VSO) for Special Needs Students • L. Eaton • 1992-93

VSO and job clubs can enhance transition programs by preparing students with marketable skills. This technical assistance packet provides a description of job clubs and VSOs, the purpose and benefits of these organizations, and how to integrate students with disabilities into these programs. Examples of current practices occurring nationally and in the state of Florida are discussed.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Self-Determination and Self-Advocacy for Students with Disabilities • P.E. Wilkening • 1992-93

This handbook provides educators with information on how to develop self-determination training practices as a part of the transition process. A listing of organizations provides information on resources available to educators and individuals with disabilities.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

THE CENTER FOR THE STUDY OF TECHNOLOGY IN COUNSELING AND CAREER DEVELOPMENT

215 Sonte Building
Florida State University
Tallahassee, FL 32306-3001
904-644-6431
FAX: 904-644-3273
Contact: James P. Sampson, Jr.

Computer-Assisted Career Guidance (CACG): Disability Issues Bibliography • J.P. Sampson, Jr., C.K. Wilde, M.L. Slatten, and R.C. Reardon • Free

This bibliography, along with other bibliographies developed by the Center for the Study of Technology in Counseling and Career Development, is intended to assist practitioners, researchers, policymakers, and system developers in identifying and

locating information about the design and use of CACG systems. The ultimate aim is to improve the availability and quality of career and educational services to children, adolescents, and adults. Bibliographies are available on general CACG issues, CACG ethical issues, CACG multicultural issues, and CACG disability issues. Bibliographies are also available on specific collections of CACG systems, such as the Career Information System, Career Visions, Choices, C-LECT, COIN, DISCOVER, the Guidance Information System, and SIGI PLUS.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Other • *Other*

PHILLIP ROY
P.O. Box 130
Indian Rocks Beach, FL 34635
800-255-9085
FAX: 813-595-2685

Basic Adult Competencies • P. Roy • 1993 • $15.00

Basic Adult Competencies is a series of 14 books that address everyday student competencies. Each book includes a pre- and posttest along with a glossary. In addition, after each subsection, there is a brief test and an answer key for students to check their understanding of the materials.

STUDENT DEVELOPMENT
Students • *Book, Compendium, Monograph*

Employment for Individuals with Disabilities • P. Roy • $150.00

Employment for Individuals with Disabilities is a useful tool for students. Students need to know their rights, how to effectively interview, what constitutes reasonable accommodations, and where they might best be employed. This book provides a method for identifying job requirements, conducting interviews, and matching individuals with appropriate occupations.

STUDENT DEVELOPMENT
Students • *Book, Compendium, Monograph*

Providing for Successful Transition into Work and Community Life: How to Develop ITPs • P. Roy • 1994 • $150.00

How to Develop ITPs is designed to assist educators in developing Individualized Transition Plans (ITPs) for students transitioning from school to work and community life. Suggestions are provided to help determine individual needs and develop appropriate plans to meet the unique needs of students with mild to moderate disabilities.

STUDENT-FOCUSED PLANNING
Educators • *Book, Compendium, Monograph*

React Series • P. Roy • 1994 • $125.00

React Series consists of 12 audio cassettes that present real-life situations for students. As students go through these audio cassettes, they learn to develop their decision-making skills to deal with individual situations. A worksheet is provided to reinforce each lesson.

STUDENT DEVELOPMENT
Students • *Audiotape*

Hawaii

HAWAII'S TOOLS FOR EMPLOYMENT

University of Hawaii at Manoa
Hawaii University Affiliated Program
1776 University Avenue, UA 4-6
Honolulu, HI 96822
808-956-5009
FAX: 808-956-5713

Hawaii's Tools for Employment

Hawaii's *Tools for Employment* modules were developed from an array of sources including California's *Tools for Employment,* Ohio's *Get Set Program,* Wyoming's *Manual for Effective Job Coaching,* and Michigan's and Pennsylvania's supported employment training programs. In addition to these training materials, articles, chapters, and texts from across the country were reviewed for content and format in an attempt to glean the best possible information available. Thus, the product is the result of a collaborative effort, which will bring positive results to supported employment in Hawaii and elsewhere.

The purpose of this set of three modules is to assist Hawaii's supported employment programs with program development training for staff, consumers, families, and employers involved in supported employment. The current modules represent an initial field test of materials that were developed to address the unique needs of Hawaii's supported employment programs.

Module 1: Foundations of Supported Employment • W.W. Woolcock • 1996

This module provides information about the history of supported employment,

pertinent legislation, and philosophical and programmatic fundamentals of supported employment.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Training Manual/ Modules*

Module 2: Marketing and Job Development • C.Y.N. Shishido and W.W. Woolcock • 1996

This module explores the principles of marketing and how they can be applied to supported employment. Information is presented about how consumers approach employers, develop working relationships, assess the worksite, and determine a positive employer and supported employee match.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Training Manual/ Modules*

Module 3: Job Placement, Training, and Support • W.W. Woolcock • 1996

This module provides informational and performance competencies such as assessment strategies; task analysis; cues, prompts and correction strategies; and appropriate behavior management strategies.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Training Manual/ Modules*

Illinois

LINGUISYSTEMS, INC.
3100 4th Avenue
P.O. Box 747
East Moline, IL 61244-0747
800-776-4332

Life Works: Transition Program (Book 1 and 2, Teacher's Guide) •
C. Dalke and D. Howard • U.S. $39.95 (3-book set); Canada $55.95 (3-book set)

Teachers can use this total transition program to help students explore their abilities and prepare to make career choices. The step-by-step process helps students in grades 9-12 build a foundation of self-awareness specific to making career choices.

Book 1: Understanding Yourself

Book 1 includes discovering personal learning style and locus of control; identifying values, aptitudes, and interests; understanding work personality and employability skills; and managing time. (10 units)

Book 2: Exploring Your Options and Setting Goals

Book 2 includes exploring occupational options; investigating postsecondary educational options; exploring financial options; and planning your transition from high school.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Curriculum Guide*

SELF-DETERMINATION: PATHWAY TO INCLUSION PROJECT

Department of Educational Psychology and Special Education
Southern Illinois University at Carbondale
Carbondale, IL 62901-4618
618-453-2311

Self-Determination: Pathway to Inclusion Training Manual

Self-Determination: Pathway to Inclusion was designed for educators to use with high school students with emotional and behavioral disabilities. The three primary skill areas addressed in this program are self-determination skill development, assertiveness training, and self-management skills. This is an activity-based program in which students work together on a variety of problem-solving activities.

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Transition Research Institute
117 Children's Research Center
51 East Gerty Drive
Champaign, IL 61820
217-333-2325
FAX: 217-244-0851
Contact: P.D. Kohler, Ph.D.

Transition From School to Life: A Complete University Course for General Educators • P.D. Kohler and F. Reed • 1998

This complete university course is designed to help preservice general educators increase their knowledge and skills to provide transition education and services to students with disabilities. The purpose of this course is to provide general information about transition-focused education and to provide specific information about roles and strategies for general educators.

The curriculum is divided into three sections: instructor's guide, class syllabus, and class lessons. The instructor's guide features information in general about the curriculum and materials. The class syllabus presents an overview of the course, that

in turn can be provided to students. The class lessons include all the details needed to teach each class.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Curriculum Guide*

Transition from School to Life: A Complete University Course for Special Educators • J.E. Martin and P.D. Kohler • 1998

This complete university course is designed to help institutions of higher education increase the knowledge and skills of special educators to provide transition education and services. The intent is to provide an effective means to share knowledge and training strategies with others in order to increase the number of emerging special educators who have the knowledge and skills to deliver effective transition education.

The curriculum is divided into three sections: instructor's guide, class syllabus, and class lessons. The instructor's guide features information in general about the curriculum and materials. The class syllabus presents an overview of the course, that in turn can be provided to students. The class lessons include all the details needed to teach each class.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Curriculum Guide*

Transition From School to Life: A Workshop Series for Educators and Transition Service Providers • P.D. Kohler, S. Field, M. Izzo, and J. Johnson • 1998

This workshop series is designed to help state, regional, and local organizations increase the knowledge and skills of educators and other service providers to provide transition education and services. The intent of this series is to provide an effective means to share knowledge and training strategies with others who have identified training needs relevant to transition planning. The content of the six workshops included in the series is based on the *Taxonomy of Programming* (Kohler, 1996), a model of effective transition practices developed through a series of studies that examined transition-related research and exemplary transition programs. The six

workshops include A Transition Perspective of Education, Student-Focused Planning, Student Development, Interagency Collaboration, Family Involvement, and Transition Program Structures and Attributes.

The workshop series is divided into seven sections: the introductory section and the six sections that correspond with the six individual workshops. Each workshop section features the following information: the workshop purpose, overview, and objectives; an agenda; materials and equipment needed to conduct the workshop; resources used to develop the workshop; content for each topic on the agenda; and overhead and handout masters. Each workshop is six and one-half hours in length and includes two fifteen-minute breaks and a one-hour lunch.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

Indiana

INDIANA TRANSITION INITIATIVE
University of Indiana
2853 East 10th Street
Bloomington, IN 47408
812-855-6508
FAX: 812-855-9630

Adapting Curriculum and Instruction in Inclusive Classrooms: A Staff Development Kit • 1994

This kit was designed for those responsible for planning and implementing staff development inclusion programs. A binder contains a complete set of materials and directions for a one-hour workshop.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Community Job Training for High School Students with Severe Disabilities: Developing Jobs and Teaching Job Skills • B. Wilcox and K. Osborn • 1990 • $11.50

This book includes best practices in job development; samples of materials necessary to support job development activities; information about labor laws, employer incentives to hire students with disabilities, and student work incentives; best practices in job training and teaching work skills; and methods and data collection tools to evaluate the effectiveness and quality of job development and training components of a community-based work training program. (218 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Book, Compendium, Monograph*

An Employment Consultant's Guide to Job Carving • M. Carie • 1993 • $1.50

This guide provides employment consultants with ideas for developing job restructuring and carving. Over 20 specific restructured job titles with suggested duties are included. (6 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers, Other • *Handbook*

Employment Services: Ensuring Quality Outcomes • C. Ferrell, K. Nossal, K. Osborn, S. Rinne, and S. Savage • 1993 • $5.50

This handbook focuses on best practices in supported employment strategy placement. Information on career planning, job development, job analysis, and job selection is provided. The materials are largely applicable to community-based school-to-work programs. (82 pages)

STUDENT DEVELOPMENT
Educators • *Handbook*

How Do I Know? A Decision-Making Process for Determining High School Student Referral to Vocational Rehabilitation • K. Osborn, P. Sandy, and M. Steigerwald • 1995 • $2.50

This handbook provides guidelines for determining which students to refer for vocational rehabilitation services. Attachments include a Transfer of Information Decision-Making form and example student scenarios.

STUDENT-FOCUSED PLANNING
Educators, Service Providers • *Handbook*

I'm in Charge Now: Taking an Active Role in "Case Management" During Employment • C. Ferrell • 1995 • $2.00

This strategy booklet was designed to assist individuals with disabilities and families in learning how to find their own resources and support for securing employment. Teachers, parents, and students might find this guide helpful in preparing for transition. (22 pages)

STUDENT DEVELOPMENT, FAMILY INVOLVEMENT
Educators, Students, Family • *Handbook*

In-School Job Inventory Worksheet and Guidelines • K. Osborn • 1991 • $1.00

This packet provides materials for teachers and instructional teams to use when identifying in-school job experience sites and matching students to desired tasks. (11 pages)

STUDENT DEVELOPMENT
Educators • *Other*

Natural Supports: Everywhere You Go, There They Are • P. Sandy and P. Selby • 1995 • $2.00

This training module was adapted from the *Systematic Plan for Achieving Natural Supports* (SPANS). It expands the identification and development of natural supports across employment, residential, recreational, and postsecondary education domains. Training overheads and sample forms are included.

STUDENT DEVELOPMENT
Educators, Service Providers • *Training Manual/Modules*

The Publicity Handbook for Supported Employment Agencies: Showing You How to Get Your Agency's Name in Front of the Public as Often and as Favorably as Possible • K. Gray and A. Riley • 1995 • $1.50

This handbook was designed to assist supported employment and school-based job training program managers in developing publicity plans to increase awareness about supported employment and their agency or program to potential employers, consumers, and the general public.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Secondary Curricular Options for Students with Disabilities • P. Rogan, K. Osborn, B. Passenger, and S. Savage • 1995 • $7.50

This strategy packet provides an outline of secondary curricular options for students with disabilities and offers suggestions for making classroom and community-based experiences rewarding and successful. The handbook was originally developed as

companion material to a one-day introductory inservice training on secondary curricular options.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Student and Consumer Profiles: Functional Vocational Assessment • S. Rinne and J. Sprague • 1993 • $2.50

This handbook outlines a process for collecting information on job development and design of individualized supports. It is an interactive approach that can be used in lieu of traditional vocational evaluation. Also included are blank forms and samples of completed profiles.

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

Transition Specialist Manual • K. Osborn, B. McKay, and N. White • Revised 1996 • $28.00

This handbook consists of a compilation of transition resources addressing the School-to-Work Opportunities Act, transition IEPs, vocational rehabilitation services, federal and state transition legislation, transition-related acronyms and common terms, student profiles, cooperative agreements, and many other topics for the transition specialist.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Transition Systems Components Checklist: A Transition Resource Guide • K. Osborn and S. Rinne • 1992 • $1.00

This checklist of current "best practices" on transition is intended for educators, adult service providers, families, students, postsecondary representatives, community transition council members, and other transition constituents. The checklist allows the user to identify local assets and needs, and to generate a plan for growth and innovation.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Other*

INDIANA UNIVERSITY
Institute for the Study of Developmental Disabilities
2853 East 10th Street
Bloomington, IN 47405

School-to-Community Transition: A Planning and Procedures Handbook for Parents and Teachers in LaPorte County • 1992

This prototype manual for Indiana transition councils describes transition planning, adult service programs, post-school employment, and leisure and recreation. A computer disk accompanies the manual for localities to adapt. (58 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Handbook*

Iowa

IOWA STATEWIDE SYSTEMS CHANGE TO ENHANCE

Transition Services for Youth with Disabilities
510 E. 12th Street
Des Moines, IA 50319
515-281-4144
FAX: 515-281-4150

Daily Living

This video demonstrates how individuals with disabilities meet daily living demands and challenges. In particular, it features three individuals and identifies how they solved their daily challenges. It is appropriate for educators, service providers, students, and family members.

STUDENT DEVELOPMENT
Educators, Service Providers, Students, Family • *Videotape*

Infusing Transition into IEP Programs • 1996

This handbook is designed to assist local school districts and area education agencies in strategically planning and documenting the transition needs of youth with disabilities in a way that meets federal compliance. (35 pages)

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Iowa Transition Initiative Video Series •1996

This series of videos and accompanying facilitator guides contains 11 videos covering such topics as daily living skills, workplace readiness, social interaction,

and related issues. The videos can be used as a training system for teachers, parents, and administrators. (200 pages)

STUDENT DEVELOPMENT, FAMILY INVOLVEMENT
Educators, Family • *Training Manual/Modules, Videotape*

Iowa Transition Model: A Guide for Transition Planning • 1993

This handbook is designed as a "how-to" tool for transition planning using the principles of the *Iowa Transition Model.* It includes topic areas such as self-determination, daily living, policy information, and other related topics. (300 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Networking: A Training Unit in Support of the Iowa Transition Initiative Transition Process Model

This handbook describes Iowa's process of interagency collaboration and service delivery. The information may be useful for other states interested in setting up an interagency network. Overheads are included. (150 pages)

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Roles in the Transition Process • 1996

This series of training modules is designed for instructing teachers and administrators on their roles in transition planning and programming. It describes the necessary components included in transition programming and planning, and the roles of parents and students in transition planning. (300 pages)

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Team Building: A Training Unit in the Support of the Iowa Transition Initiative Transition Process Model

This training manual is used to facilitate the transition training of educators and service providers. It is appropriate for those involved in providing direct service delivery. Includes overheads. (100 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

Kansas

EDGE ENTERPRISES, INC.
P.O. Box 1304
Lawrence, KS 66044
913-749-1473

Self-Advocacy Strategy for Education and Transition Planning • 1995

This guide is designed to motivate students when preparing for and participating in IEP and transition planning meetings. The strategy steps teach students how to get organized before a conference and how to communicate during the meeting. Students use the acronym "I PLAN" to help them remember the five strategy steps, as each letter cues the students to use a given step. The five steps include Inventory, Provide your inventory information, Listen and respond, Ask questions, and Name your goals. This motivational strategies package was developed by the *Strategies Intervention Model* from the University of Kansas. (See Kansas Transition Systems Change Project for related videotape.)

STUDENT-FOCUSED PLANNING
Students • *Handbook*

FULL CITIZENSHIP

211 E. Eighth Street, Suite F
Lawrence, KS 66044
913-749-0603
FAX: 913-749-0646

Fostering Self-Determination: A Guide for Educators • E. Longan, K. Seaton, P. Dinas, A. Satterfield, and K. Lobb • Design and layout by T. Peterson • $15.00 (no shipping charge)

This hands-on guide is intended for special and regular education teachers who foster self-determination in youth. It covers definition and implications of self-determination, specific skills associated with self-determination, and strategies for fostering self-determination in the classroom and elsewhere. A comprehensive resource list is also included.

STUDENT DEVELOPMENT
Educators • *Handbook*

Group Action Planning: An Innovative Manual for Building a Self-Determined Future • E. Longan, K. Seaton, P. Dinas, A. Satterfield, and K. Lobb • $25.00 (no shipping charge)

This manual provides explicit information on how to implement the *Group Action Planning* method. Each aspect of *Group Action Planning* is outlined in detail and can be used by teachers for students with disabilities.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students • *Handbook*

It's Your Choice: Planning for Life After High School • G.W. Schwartz, R. Williams-Reeb, W. Janke, and B. Bishop • $55.00 + $5.00 shipping for manual and video package; $45.00 + $5.00 shipping for manual; $10.00 (no shipping charge) for video

This manual and 14-minute video are designed for educators to assist youth with disabilities in learning to make choices for adult living. Topic areas include Where to Live, How to Get Around, Learning Opportunities, Where to Work, What to Do for Fun, and Learning to Make Choices. (These materials were not constructed

for individuals with sensory disabilities and significant modifications would be needed.)

STUDENT DEVELOPMENT
Educators, Students • *Training Manual/Modules, Videotape*

KANSAS TRANSITION SYSTEMS CHANGE PROJECT

Kansas State Board of Education
120 SE 10th
Topeka, KS 66612
913-296-6054
FAX: 913-296-1413

To order:

Transition Project
Beach Center on Families and Disability
University of Kansas
311 Haworth
Lawrence, KS 66045
913-864-7600

Answers to Commonly Asked Questions about Transition and the IEP (TP1) • 1993 • $6.00

This booklet is designed in a question-and-answer format for school personnel, parents, and adult service professionals. It provides information about the IDEA transition service and planning requirements.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Handbook*

Answers to Common Questions about Transition Services and IEP (*Requestas Para Preguntas Comunes Sobre Los Servicios de Transicion y el IEP*) (TP1a) • $3.00

Written for the Spanish speaker, this booklet is designed in a question-and-answer

format for school personnel, parents, and adult service professionals. It provides information about the IDEA transition service and planning requirements.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Handbook*

Goin' Mobile: Portraits of Young Adults with Disabilities in Transition (VTP4) • 1995 • $12.00

This video portrays the lives of five young adults with disabilities who have successfully made the transition from school to adult life. While each story is unique, all five stories possess three elements needed for successful transition: having a vision for the future, being self-determined, and participating on a collaborative transition planning team.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Videotape*

It's More Than Just the Law: People Make It Happen (TP3) • 1995 • $8.00

This handbook contains easy-to-read information about transition and the roles each individual plays in the transition planning process. This informative document describes the roles of many people, including students with disabilities, family members, education personnel, postsecondary personnel, community members, advocates, friends and peers, school support staff, administrators, and community service providers.

STUDENT-FOCUSED PLANNING
Educators, Service Providers, Students, Family, Other • *Handbook*

It's The Law: An Overview of Transition Legislation (TP2) • 1994 • $10.00

This handbook contains easy-to-read information about the laws that impact transition: Individuals with Disabilities Education Act, Rehabilitation Act, HB 2800, Carl Perkins Act, Americans with Disabilities Act, Job Training Partnership Act, Fair Labor Standards Act and other related laws.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Handbook*

Kansas Transition Internship Program Series

This series includes six transition modules for educators, each consisting of content and process components as well as action planning materials. The modules are designed for communities building comprehensive transition programs. Issues addressed include assistance in gaining commitment to begin a program, finding funding to support the program, taking action, evaluating the program, and maintaining the program.

Module 1: Self-Advocacy

This self-advocacy program was developed by the Atchison, Kansas School District for students with mild disabilities. Lessons include understanding student rights, assertiveness training, and IEP investigation.

Module 2: Student-Operated Business

This program was developed by the Hays, Kansas School District for students with mild disabilities and students at-risk for school failure. The particular student business featured involved a bakery operation; however, the basic tenets may be adapted for many other business ventures.

Module 3: Supported Employment

This program was developed by the Capper Foundation in Topeka, Kansas, for students with severe disabilities. It focuses on the concepts of person-centered planning to place students in paid work experiences of their choosing.

Module 4: Community-Based Vocational Education

This program was developed by the Shawnee Mission, Kansas School District for students with mild disabilities. The comprehensive program leads students through a process of self-awareness and career awareness to job shadowing opportunities and eventually into job placement.

Module 5: Social Skills

This program was developed by the Shawnee Mission, Kansas School District for students with mild to moderate disabilities and general education students. General education students are selected based on their maturity and leadership ability, and are integrated in the class as social role models. The program includes role-playing and community activities.

Module 6: School-Business Partnerships

This program was developed by the Junction City, Kansas School District for students with mild disabilities. The program involves creating business linkages for community-based work experiences. It also involves a variety of learning strategies and career exploration activities culminating in student career portfolios.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Kansas Transition Network Series

This series includes two training modules on topics of transition planning for educators, students, parents, adult service providers, and vocational rehabilitation personnel.

Module 1: Best Practices in Planning for the Transition from School to Adult Life

This module takes approximately three hours to present. It includes information on IDEA regulations and the transition IEP. Participants receive handouts as well as opportunities for hands-on application of the material. Video clips are included.

Module 2: Student Involvement in Transition Planning

This module takes approximately one hour and 30 minutes to present. It includes strategies for involving students in the IEP and an opportunity for investigating student involvement and self-determination curricula.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family • *Training Manual/Modules, Videotape*

Student Involvement in Transition: Two Self-Advocacy Models Used in Kansas (VTP3) • C. Heinen • 1995 • $8.00

This videotape highlights two high school programs in Kansas that prepare students for active involvement in the transition process. The Assertiveness Training and Self-Advocacy Training Program was developed by Connie Heinen at Atchison High School. The IPLAN Strategies Program used at Blue Valley High School

is also highlighted in this video. (60 minutes)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Videotape*

Maine

MAINE TRANSITION SYSTEMS PROJECT
145 Newbury Street
Portland, ME 04101
207-874-6538
FAX: 207-874-6529

Transition Planning: Building a Framework for the Future • 1996

This planning guide was designed to foster strategic assessment and planning activities for a specific student, or for guiding systems change at the school district level. This guide can be used as a training curriculum for educators at the district planning team level. (201 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Maryland

MARYLAND STATE DEPARTMENT OF EDUCATION
Maryland Public Television
11767 Owings Mills Boulevard
Owings Mills, MD 21117-1499
410-581-4129

Transitioning: Building Bridges • Five-Program Series $575; or:

- Success Factors · $129
- Transition Planning · $129
- Early Secondary Years · $129
- Later Secondary Years · $129
- The Years Ahead · $129

Transitioning: Building Bridges, a video training series of five one-half hour programs, provides interdisciplinary personnel and parents with the knowledge to help secondary students with disabilities enter adulthood and the world of work.

This video series provides an overview of transition planning, comparing and contrasting the responsibilities and skills of personnel, incorporating aspects of new and best practices in transitioning, and identifying critical internal and external linkages for short- and long-term support.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Family • *Training Manual/Modules, Videotape*

Transition Coordinator: The Vital Link • Four-Program Series $500; or:

- The Vital Link · $129
- Working with the Mildly Involved · $129

• Working with the Moderately Involved · $129
• Working with the Severely Involved · $129

Transition Coordinator: The Vital Link, a video training series of four one-half hour programs, was designed to assist interdisciplinary personnel and parents of transitioning students with the following tasks: assembling needed assessment information, planning, monitoring, linking with agencies, being an advocate for the student with disabilities, and negotiating for needed program and services.

This series is a sequel to *Transitioning: Building Bridges* and focuses on the generic skills and competencies involved in coordinating transition plans for secondary students with disabilities.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Family • *Training Manual/Modules, Videotape*

Massachusetts

INSTITUTE FOR COMMUNITY INCLUSION (UAP)

Children's Hospital
300 Longwood Avenue
Boston, MA 02115
617-355-6506
TTY: 617-355-6956

More Like a Dance: Introduction to Whole Life Planning • 1994 • $25.00 •
Order #: 010-94

This video illustrates key aspects of the whole-life planning process through a portrayal of three students in the process of transitioning from school to adult life (closed-captioned, 20 minutes).

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students, Family • *Videotape*

MASSACHUSETTS TRANSITION INITIATIVE

Institute for Community Inclusion (UAP)
UMASS/Boston
Graduate College of Education
100 Morrissey Boulevard
Boston, MA 02125-3393
617-287-7597
FAX: 617-287-7664

The Institute Brief on Transition

This handbook includes general information about transition. Checklists in four

outcome areas of transition are provided.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators • *Handbook*

Life After High School

This checklist is intended for school personnel, students, and families to help students begin to plan for their future.

STUDENT-FOCUSED PLANNING
Educators, Students, Family • *Other*

Moving On: Planning for the Future • 1996

This is a comprehensive guide to transition planning was designed for teachers, students, and their families. The guide includes sections on self-advocacy, how to write a transition plan, and outcome areas in housing, transportation, employment, postsecondary education, and recreation. Some of the information is specific to Massachusetts; however, it may also be useful to people from other states.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students, Family • *Handbook*

Transition Practices

This checklist helps school personnel examine their students' current level of transition-related activities and determine what they are doing well and where to improve.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Other*

Michigan

FILM AND VIDEO, INC.

214 E. Fulton
Grand Rapids, MI 49503
616-776-0354

Americans with Disabilities Act: ADA Facts and Fears • C. Kay and W. Glatz • 1992

ADA Facts and Fears presents the information businesses need to know about the ADA. The origins of the ADA, its key terms, effective dates, and the five titles incorporated into the ADA are explained. This video demonstrates how large and small companies have moved from planning to action and accommodating individuals with disabilities for the good of their business and employers. Tips are presented by business professionals through steps that businesses can take right away to meet their obligations at little cost...

PROGRAM STRUCTURES AND ATTRIBUTES
Other • *Videotape*

MICHIGAN JOBS COMMISSION

201 N. Washington Square
Victor Office Center, 1st Floor
Lansing, MI 48913
517-373-6432
FAX: 517-373-8179
http://www.mrs.mjc.state.mi.us/educ-trn/trans/

Fundamentals of Transition

This document is a major training resource for transition training awareness sessions that address the role of rehabilitation counselor and special educator in provision of transition services for students with disabilities.

PROGRAM STRUCTURE AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

Minnesota

AMERICAN GUIDANCE SERVICE (AGS)
4201 Woodland Road
Circle Pines, MN 55014-1796
800-328-2560

Tools for Transition, Preparing Students with Learning Disabilities for Postsecondary Education • E.P. Aune and J.A. Ness • 1991 • $124.95, Complete set; $7.95, Student workbook

Whether your students are bound for community colleges, four-year universities, or vocational-technical schools, this program gives them the tools to succeed. *Tools for Transition* will help students accomplish the following: (a) identify and describe the strengths and weaknesses of their own learning style, and then relate this information to their IEP goals; (b) apply appropriate study strategies to their individual learning problems; (c) understand the legal rights of LD students, plan and advocate for accommodations in school; (d) select a postsecondary school and learn how to fill out applications; and (e) explore a variety of careers by evaluating personal interests, aptitudes, and values.

The Student Workbook reinforces lessons with a variety of exercises—and serves as a reference students will turn to again and again. The accompanying video presents scenes to demonstrate and reinforce positive interpersonal behavior. Two script booklets provide role-play situations and encourage students to practice assertive, sensitive behavior. Materials include teacher's manual, student workbook, 2 script booklets, 46 blackline masters, and videotape.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Curriculum Guide, Videotape*

MINNESOTA EDUCATIONAL SERVICES AT CAPITOL VIEW CENTER

70 West Co. Road B2
Little Canada, MN 55117-1402
800-848-4912 ext 2401

Become Your Own Expert: Self-Advocacy Curriculum for Individuals with Learning Disabilities • W.D. Carpenter • 1995

Become Your Own Expert can be used to teach high school students with learning disabilities self-advocacy skills during a one-semester course. The self-advocacy skills include identifying individual academic strengths and weaknesses, learning styles, and setting goals for completing high school, and continuing postsecondary education and training. In addition, students learn about classroom and workplace accommodations that help them become successful. The skill development activities utilize a variety of instructional techniques and strategies such as structured group problem-solving, videotaped self-evaluations, site visits to postsecondary programs, and activities involving postsecondary students and adults with learning disabilities. A corresponding parent program accompanies this curriculum. Parents may learn how to support students while they acquire new skills. (200 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Students, Family • *Curriculum Guide*

It's Your Life... • Minnesota Department of Education, Interagency Office on Transition Services • 1994 • $10.00 (Minnesota); $15.00 (out of state)

This 14-minute video describes a step-by-step process for how individuals with disabilities can more actively participate in their IEP conference and more effectively direct their own transition plan.

STUDENT-FOCUSED PLANNING
Students • *Videotape*

Making the Transition Team Work • Minnesota Department of Education, Interagency Office on Transition Services • 1994 • $5.50 (Minnesota); $8.00 (out of state)

This comprehensive guide was developed to assist transition planning teams in improving the transition process from high school to adult life for Minnesota's youth with disabilities. This guide focuses on the importance of transition planning, the IEP transition planning team, how to plan for life after high school, transition assessment, and implementation.

STUDENT-FOCUSED PLANNING
Educators, Service Providers, Family • *Handbook*

Parent Connection Guide • Minnesota Department of Education, Interagency Office on Transition Services • 1994 • $5.50 (Minnesota); $8.00 (out of state)

This resource is for parents who want in-depth information about the Parent Connection Project and are interested in starting a parent connection group. The guide is filled with sample forms, overheads, and ideas for group presentation. (111 pages)

FAMILY INVOLVEMENT
Family • *Handbook*

Persons with Disabilities Preparing for the Future • Minnesota Department of Education, Interagency Office on Transition Services • 1991 • $2.50 (Minnesota); $3.75 (out of state)

Available in the following languages:
- Cambodian package of 25
- English package of 25
- Hmong package of 15
- Lao package of 25
- Spanish package of 25
- Vietnamese package of 25

This handbook briefly describes what transition is, the structure of the team, when transition planning starts, and transition goals and objectives.

STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Handbook*

Plan and Prepare Now for Life After High School • Minnesota Department of Education, Interagency Office on Transition Services • 1993 • Free (Minnesota); Package of 25, $3.50 (out of state)

This series of brochures on Minnesota's transition services includes the following titles: County Social Services; Division of Rehabilitation Services; Model of Interagency Collaboration; Preparing for Adult Life; Special Education Programs and Services; State Services for the Blind; and Vocational Education Programs and Services.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, PROGRAM STRUCTURE AND ATTRIBUTES
Educators, Service Providers, Students, Family • *Handbook*

Teaching the Possibilities Series: Home Living Skills • Minnesota Department of Education, Interagency Office on Transition Services • 1990 • $5.50 (Minnesota); $8.00 (out of state)

This manual contains resources and teaching tips that provide educators and agency staff with a framework for addressing the needs of students with disabilities as they prepare for future living environments. (122 pages)

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

Teaching the Possibilities Series: Identifying Individual Transition Needs • Minnesota Department of Education, Interagency Office on Transition Services • 1993 • $5.50 (Minnesota); $8.00 (out of state)

This guide assists special educators with transition needs assessment. The handbook describes procedures and instruments, including examples of future planning surveys. The surveys are designed to assess individual needs using Minnesota's five transition planning areas. (111 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Teaching the Possibilities Series: Jobs and Job Training • Minnesota Department of Education, Interagency Office on Transition Services • 1991 • $5.50 (Minnesota); $8.00 (out of state)

This manual contains resources and tips to provide educators and agency staff with a framework for addressing the needs of students with disabilities as they prepare for the world of work and employment. (126 pages)

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

Teaching the Possibilities Series: Postsecondary Education and Training • Minnesota Department of Education, Interagency Office on Transition Services • 1992 • $5.50 (Minnesota); $8.00 (out of state)

This manual contains resources and tips to provide educators and agency staff with a framework for addressing the needs of students with disabilities as they prepare to exit secondary education and enter postsecondary education. (122 pages)

STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Teaching the Possibilities Series: Recreation and Leisure • Minnesota Department of Education, Interagency Office on Transition Services • 1993 • $5.50 (Minnesota); $8.00 (out of state)

This guide provides information and teaching tips for teachers and others involved in recreation and leisure activities for youth with disabilities. The resources included in this document assist planning teams in developing transition plans with youth and their families.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Service Providers • *Handbook*

Teaching the Possibilities Series: We Can Do It! • Minnesota Department of Education, Interagency Office on Transition Services • 1994 • $5.50 (Minnesota); $8.00 (out of state)

This curriculum teaches self-determination skills for students with disabilities. Sample lessons relate to self-awareness, goal-setting, assertive communication,

choice-making, problem-solving, and advocacy and leadership. (60 pages)

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

NATIONAL TRANSITION NETWORK

430 Wulling Hall
86 Pleasant Street, SE
Minneapolis, MN 55455

Directory of Transition Resources

This directory contains a varied listing of transition-related materials. Directory items are identified by individual states.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Curriculum Guide, Book, Compendium, Monograph, Training Manual/Modules, Handbook, Videotape, Audiotape, Other*

UNIVERSITY OF MINNESOTA

c/o Brian Abery
214 Pattee Hall
150 Pillsbury Drive, SE
Minneapolis, MN 55455-0223
612-624-6328

Self-Determination for Youth with Disabilities: A Family Curriculum

The purpose of this curriculum is to enable youth and young adults with disabilities and family members to gain greater control of their lives through receiving self-determination information and developing skills. The curriculum consists of 15 modules that cover various aspects of self-determination, including topics such as Creating a Personal Futures Plan, Conducting Family Meetings, Identifying Values

and Goals, and Realizing Your Vision. The lessons are presented to one family at a time. For several of the modules, the facilitators will need to secure additional material not included in the curriculum.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Educators, Students, Family • *Curriculum Guide*

Missouri

CENTER FOR INNOVATIONS IN SPECIAL EDUCATION (CISE)

University of Missouri
College of Education
Parkade Center, Suite 152
601 Business Loop 70 West
Columbia, MO 65211
573-884-7275
FAX: 573-884-6300
E-Mail: mocise@muccmail.missouri.edu
Contact: Susanne Carter
In-state loans, no fee; Out-of-state loans, minimal fee

1990 Amendments: Assistive Technology Devices and Services, Transition Services, and Related Services • LP#1211.11

This 20-minute videotape is one of 11 videos included in the *Special Law for Special People* series and is designed to provide training and consultation to educators in the area of special education law. Transition services mandated by federal law are discussed.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Videotape*

Access Skills • LP#544

This set of manuals is a revision of *Entry-Level Skills Inventory* produced by Missouri LINC. The following six #544 manuals focus on vocational education and employment for educators and/or students. (Only one manual may be borrowed at a time.)

Access Skills: Employability and Study Skills Assessment and Curriculum Guide • #544.02

This manual includes informal assessment instructions designed to assess 35 employability and study skills. Accompanying instructional activities are intended to teach each skill to junior and senior high school and postsecondary students. Employability skills include such competencies as cooperating with co-workers, communicating effectively, following directions, and being punctual. Study skills assist the student in gaining information in the classroom. The manual also provides a cross-reference of assessment and curricula materials that are compatible with the program. (555 pages)

STUDENT DEVELOPMENT
Students • *Curriculum Guide*

Access Skills: Generic Informal Assessment Instruments • #544.03

This manual contains tasks designed to measure five skill areas relating to vocational programs (i.e., math, physical demands and the working environment, aptitudes, temperament, and vocational safety). Tasks are designed to informally assess the skills in the Vocational Readiness Series. (153 pages)

STUDENT DEVELOPMENT
Educators, Students • *Handbook*

Access Skills: Vocational Readiness Skills for Health Occupations • #544.04

This manual teaches skills correlated to success in health occupations. Included in the manual are the Vocational Instructional Management System (VIMS) competency list and the instructional activities covering math, physical demands and the working environment, aptitudes, temperament, and vocational skills. Instructional modules are provided for communicating in the work environment and basic first aid principles. A list of resources is also included. (116 pages)

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Access Skills: Vocational Readiness Skills for Occupational Home Economics • #544.05

This manual contains skills correlated to the occupational home economics vocations of child care worker, custom sewing, and food service worker. VIMS competencies and activities covering math, physical demands and the working environment, aptitudes, temperaments, and vocational skills are also included. Instructional modules include preparing a recipe, identifying safety hazards, appropriate food storage, and matching sizes. (120 pages)

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Access Skills: Vocational Readiness Skills for Trade and Technical Vol. II • #544.08

This manual contains skills correlated to the trade and technical vocations of auto body repair, auto mechanics, custodial, diesel mechanics, machinist, small engine repair, and welding. Instructional modules include safety and first aid; tools; using decimals, percents, and fractions; reading scales, dials, gauges; and preparing for a driver's test. (409 pages)

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Access Skills: Vocational Readiness Skills for Agriculture • #544.09

This manual contains skills correlated to success in agribusiness, agricultural management, agricultural power, horticulture, and landscaping. The VIMS competencies and activities covering math, physical demands and the working environment, aptitudes, temperament and vocational skills are included. Instructional modules include application of ratios, communication with employers and co-workers, safety procedures, and tool identification. (233 pages)

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Applications of a Functional Age-Appropriate Community-Based Curriculum: A Personal Experience • LP#1129

This 90-minute videotape explains techniques to create an age-appropriate and functional curriculum across classroom and community settings. Activities and adaptations to promote active participation in the areas of domestic, community and recreational programming are discussed. Examples of weekly schedules that

maximize community-based instruction and integration of peers without disabilities are featured.

STUDENT DEVELOPMENT
Educators • *Videotape*

Better Way: A Video Training Series • LP#491

This training package for secondary and postsecondary personnel includes two 25-minute videotapes and a 29-page guide. It shows how students with disabilities and non-traditional adults can access vocational education and make the transition from school to work under the Carl Perkins Vocational Education Act. Issues related to the Job Training Partnership Act (JTPA) and future education are addressed.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules, Videotape*

Coaching Winners • LP#1381

This 18-minute videotape demonstrates the job coaching process from assessing the student's abilities to matching the worker to the appropriate job. It shows jobs coaches, special educators, and others who work with people with disabilities how to run a successful community-based supported employment program.

STUDENT DEVELOPMENT
Educators, Service Providers • *Videotape*

Community Instructional Site Preparation Model • LP#805

This set of materials is designed to assist educators who conduct community-based instruction for students with severe disabilities. The model promotes cooperation between schools and community facilities through discussions of why instruction is conducted, business concerns, student abilities, and expectations of the instructional site. The set contains a directions manual; replication guide with role-play activities and handouts; survey forms and monitoring log; and an attitudes scale manual, sample scale, and score sheet.

STUDENT DEVELOPMENT
Educators • *Handbook*

Competency-Based Training for Supported Employment Personnel · LP#832

This manual and instructor's guide are intended for job coaches and job coach trainers. The instructor's guide assists in the planning, development, implementation, and evaluation of the workshop and contains suggestions for activities and discussion. Topics include philosophical, legal and policy issues, individual assessment, job development and job match, systematic training, monitoring and follow up, individual consumer needs, and professional behaviors. Transparency masters and sample forms are included. (286 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

Competitive Job-Finding Guide for Persons with Handicaps · LP#588

This job-finding guide and workbook were developed for professionals interested in helping people with disabilities obtain competitive employment. Topics discussed in the guide include disabling conditions, strategies to facilitate employment transitions, removing barriers, job analyses and accommodations, and locating community resources and services. The workbook contains an overview of job-seeking activities and guidelines, a list of unskilled, semi-skilled, and skilled occupations, and samples of employment-counseling forms. (276 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Core Employment Skills Supplementary Units · LP#893

This curriculum handbook focuses on core employment skills for all vocational areas. The units address decision-making and problem-solving, relations with others, work attitudes and habits, communications, professional hygiene, self-evaluation, the job interview, and keeping the job. Each unit contains step-by-step instructions, simplified text, illustrations, activity sheets, and lesson reviews. An instructor key is also included. (428 pages)

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Creating Employment Opportunities · LP#1301

This set of materials includes a 17-minute videotape, six modules, and three hand-

books. Materials were developed to provide educators and service providers with basic knowledge of the rights and responsibilities of students with disabilities in secondary and postsecondary settings. Topics include accessibility and accommodation, disability awareness, job search, disclosing abilities, and self-advocacy. Both closed- and open-captioned versions of the videotape are available.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules, Videotape*

Designated Vocational Instruction: A Resource and Planning Guide • LP#465

This guide describes key components of the *Designated Vocational Instruction* (DVI) approach used in Wisconsin to improve the quality of school-to-work transition for students with disabilities. DVI is a collaborative planning effort between special and vocational education teachers, administrators, and families. (296 pages)

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION
Educators, Family • *Handbook*

Don't Be Surprised • LP#1133

This 20-minute videotape features two teenagers and two young adults who have Down Syndrome. They are shown at home, school, and work, and as participants in a panel discussion at an annual meeting of the National Association for Down Syndrome. Individuals share thoughts, experiences, and goals.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Service Providers, Students, Family • *Videotape*

Dunn Model for Assessment and Placement (D-MAP) • LP#423

This manual provides alternative strategies in vocational assessment and placement of students with disabilities into appropriate vocational curricula. The manual also provides educators with an examination and interpretation of achievement test scores, an administration of reading and math tests, and strategies for assessing and analyzing interests and aptitudes. (173 pages)

STUDENT DEVELOPMENT
Educators • *Handbook*

Employability Skills for Special Needs Learners • LP#620

This curriculum was designed to assist in teaching employability skills to middle and secondary school students with disabilities. Performance objectives, resources, teacher delivery system, content outline, learning activities, and evaluation are included for each lesson. Student activities focus on socialization skills, communication skills, financial management skills, values clarification skills, and job procurement and retention skills. (708 pages)

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Everybody Wins! Tips for Supervising the Employee with Mental Retardation • LP#745

This 11-minute videotape and eight-page handbook provide assistance for those who supervise employees with mental retardation. Tips for effective training are provided, which include demonstration, task breakdown, using simple language, set routines, communication, and feedback.

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook, Videotape*

Expanding Traditional Roles in Vocational Work Experience Programs: A Course of Preparation for Para-Educators • LP#866

This manual offers training activities for para-educators working with students with disabilities in vocational settings. It contains nine competency areas, over 30 field-tested activities, masters for transparencies, a sample training schedule, and a bibliography of related sources and materials. Topics include interpersonal skills, transition planning, pre-employment training, job development, site training, and followup. (238 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

From School to Work: A Transition Program • LP#955

This manual provides an overview of the school-to-work transition program in the Aurora R-VIII District (Missouri). It includes steps for implementation, program goals and objectives, life-centered career education goals and objectives, assessment guidelines, a description of the work experience component, and project evaluation

measures. Agency and resource lists and a sample student transition folder are provided. (177 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Functional Skills for Low-Functioning Students • LP#1123

This 87-minute videotape describes a community-based instructional format for students with severe multiple disabilities. Procedures are given for embedding multiple-domain instructional objectives into functional activities within community settings. Actual case scenarios are used to illustrate implementation.

STUDENT DEVELOPMENT
Educators, Service Providers • *Videotape*

Good Business • LP#770

This 14-minute videotape for educators and service providers shows adults with disabilities working for two manufacturers, a hospital, a school district cable television channel, a pizza establishment, and a grocery store. Employees receive on-the-job training and monitoring from a job coach. Employers express their support for the program and discuss the advantages of employing persons with disabilities.

STUDENT DEVELOPMENT
Educators, Service Providers • *Videotape*

Guidance Activities for Special Needs Students • LP#585

This manual was developed to assist counselors, teachers, and support personnel in fulfilling the requirements of the Carl Perkins Vocational Education Act. Activities are designed to meet the competencies from the Missouri Model for Comprehensive Guidance Programs curriculum component. A suggested readings list and a description of Missouri VIEW materials are also included. (281 pages)

STUDENT DEVELOPMENT
Educators • *Handbook*

Independent Living Skills Curriculum • LP#426

This series of seven curriculum manuals was developed to assist educators and trainers in implementing effective instructional programs for persons with mild or

moderate mental retardation. The series includes a teacher and trainer guide and six instructional manuals: Budgeting and Bill Paying, Nutrition and Menu Planning, Grocery Shopping, Personal Hygiene, Household Management and Home Safety, and Cooking.

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Interagency Venture: Transitioning for People with Moderate and Severe Disabilities • LP#933

This manual describes a school-to-work transition model in Iowa for individuals with moderate and severe disabilities. The model is designed to assist students in making the transition to competitive community employment, involve a number of school and community agencies, modify the transition planning process as necessary, and create an advisory committee representing community employers. Included is a project overview, agency roles, coordinating and funding the project, and project results. (96 pages)

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

It's All Part of the Job • LP#1382

This 21-minute videotape is designed for classroom use to introduce students with disabilities to job skills and social skills. The video focuses on such job skills as dressing right, being on time, being ready, being a team member, and being friendly. The videotape's interactive format allows opportunities for students to discuss topics and participate in role playing.

STUDENT DEVELOPMENT
Educators, Students • *Videotape*

Job Coaching: Meeting the Challenge • LP#951

This 37-minute videotape assists in teaching job skills to students or consumers with disabilities. It demonstrates and teaches techniques and methods in speed training, task and job analysis, fading, and evaluation for persons who have obtained supportive, competitive, or transitional employment.

STUDENT DEVELOPMENT
Educators, Students • *Videotape*

98

Job-Seeking Skills for People with Disabilities: Curriculum for Success • LP#1329

This guide includes presenter and participant manuals, and a program description of the Students with Disability Internship Project. The curriculum includes information on self-assessment, identifying occupational titles, library research, information interview, occupational choice and plan, job applications, resume writing, cover letters, interviewing techniques, dressing for success, identifying contacts and networking, telephone contacts, marketing yourself, locating sources of jobs, finding internships, employee and employer expectations, and the Americans with Disabilities Act. (278 pages)

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Making the Transition Team Work • LP#1275

This guide and transition planning folder serves as a road map to follow for preparing students with disabilities to become productive adult citizens. It is designed for educators to clarify the scope of transition planning for all members of a student's individualized education planning team. Additional information addresses three steps suggested in transition planning: choosing and refining adult goals, transition assessments, and IEP and transition plan development. (158 pages)

STUDENT-FOCUSED PLANNING
Educators • *Handbook*

Managing Learning Time: A Vocational Educator's Handbook • LP#431

This handbook provides guidelines for making better use of time in secondary and postsecondary vocational classes. It is designed to guide teachers, administrators, supervisors, inservice coordinators, and teacher educators in conducting time-use analyses. (47 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Missouri Transition Tracks: A Resource Guide for Students with Visual Impairments • LP#1028

This guide provides students with visual impairments the resources for test adapta-

tions, employment, transition, independent living, postsecondary training, and related products. Checklists for students to reference each year of high school ensure proper preparation for transition. (125 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Handbook*

New Way of Thinking • LP#592

This 23-minute videotape was designed to promote public awareness about community integration of persons with disabilities. Portraying five persons, ages 3 to 25, the tape addresses issues related to experiences shared by persons with developmental disabilities and their families. An accompanying 48-page booklet overviews policies in Minnesota for persons with disabilities regarding education, residential services, and employment opportunities.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family • *Handbook, Videotape*

On the Job Curriculum • LP#566

This manual describes the *On the Job Curriculum* developed by Oak Grove R-VI School District (Missouri). The curriculum is designed to introduce students to functional skills and appropriate behaviors associated with the world of work by creating a simulated real work environment and instituting real work activities in the classroom. The curriculum addresses personal hygiene, prevocational skills, simulated employment responsibilities, student evaluation, and reward systems. Sample checklists, forms, and a classroom implementation schedule are included. (122 pages)

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Providing Opportunity: The Work Study Training Program • LP#556

This 16-minute videotape describes the workstudy training programs implemented by Maple Valley and Lakeview Woods State Schools (Missouri). The videotape shows the implementation steps from funding to finding appropriate work sites. It also features workstudy students on the job and interviews with teachers, job coaches, and vocational rehabilitation personnel. These workstudy programs are meant to

direct educators' attention to key areas that need to be addressed when implementing such a program.

STUDENT DEVELOPMENT
Educators • *Videotape*

Real Jobs, Real Wages, Real People • LP#769

This 12-minute videotape describes the supported employment program established as a cooperative effort of three public agencies in Texas. Four employees with severe developmental disabilities are shown at work in a grocery store, a cafeteria, and a pet kennel. Topics include the role of the job coach, benefits to the employee and family members, benefits to employers, and comments from customers.

STUDENT DEVELOPMENT
Educators, Service Providers • *Videotape*

Rural Transition Training Manual and Parent Handbook for Transition • LP#968

These materials address the issues inherent in rural transition service delivery for youth with disabilities. Training modules include lecture outlines, overheads, handouts, and references that cover the areas of transition overview, the rural setting, curriculum, postsecondary alternatives, interagency collaboration, family involvement, and cooperative programming. (341 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Training Manual/Modules*

Self-Advocacy Curriculum for High School Students Who've Been Labeled Learning Disabled or Educably Mentally Retarded • LP#595

This curriculum is designed to teach high school students with disabilities self-advocacy skills for a successful transition to adult life. The curriculum consists of lesson plans, student handouts, criterion checklists that address student preferences, interests, abilities, rights and responsibilities, and the skills required to achieve personal goals. The accompanying teacher's manual contains guidelines for organizing curriculum materials and teaching the curriculum, conducting role-plays, teaching rights and responsibilities, and negotiation skills. An overview of Section 504 and

due process guidelines is also included. (152 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students • *Curriculum Guide*

Self-Directed IEP • LP#1245

This handbook presents a model for teaching students the skills necessary to advocate for themselves through management of their own IEP meeting. It consists of a student workbook, a teacher's manual, a seven-minute and a 17-minute videotape.

STUDENT-FOCUSED PLANNING
Educators, Students • *Handbook, Videotape*

Standards of Work Performance • LP#1319

This functional assessment instrument and training manual were developed to effectively prepare individuals with disabilities for employment. Assessment forms and checklists are used to monitor and record employees' work behaviors and attitudes. Essential skills, sample problems, and suggested strategies for improving performance are described for problem areas where individuals with disabilities are likely to encounter difficulties in the workplace. (300 pages)

STUDENT DEVELOPMENT
Educators, Service Providers • *Training Manual/Modules*

Stepping Out • LP#1092

This 15-minute videotape examines the Vocational Rehabilitation for the Severely Handicapped Youth Project at the University of Missouri-Columbia. This project was established to develop and implement a community habilitation service model appropriate for persons with severe disabilities. The videotape examines appropriate job skills in various settings and skills required of trainers.

STUDENT DEVELOPMENT
Service Providers • *Videotape*

Transition: A Guide to the Transition of Handicapped Persons from School to Adult Life • LP#1034

This book, produced by the University of Nebraska-Lincoln, addresses the various issues of transition. Topics include a definition and overview, parent and school

roles, career education, interagency planning and cooperation, and related legislation. Relevant forms, checklists, and references are included. (79 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Book, Compendium, Monograph*

Transition from School to Work and Adult Life: A Guide for Planners • LP#279.11

This guide was designed for educators to provide a framework for planning transition programs for youth and adults with disabilities. Included are a Transition Program Matrix, a set of suggested activities, and supporting forms to assist planners when using the matrix and developing action plans. (24 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Transition Implementation Guide • 1992 • LP#1002

This handbook provides an overview of transition in Missouri and describes how to build a transition program in a local school district. Included are sample needs assessment forms, transition goals and objectives, curriculum and resource information. (266 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Try Another Way: Community Living Module • LP#1116

This two-hour videotape focuses on training in the home and major issues of community living. Specific topics of discussion include natural and artificial training, motivation and cooperation, identification of needs, housekeeping skills, financial responsibilities, community involvement, community integration, and choices for people in community residences.

STUDENT DEVELOPMENT, FAMILY INVOLVEMENT
Educators, Service Providers, Students • *Videotape*

Try Another Way: School-Age Issues Module • LP#1115

This three-hour videotape presents a discussion of key issues such as the purpose of educating students with disabilities, system expectancies of students, the necessity of integrative experiences, functional curricula, and nonschool instruction. Other areas of discussion include vocational experiences for school-age children such as program design, student readiness, and in-school versus on-the-job training.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Videotape*

Vocational Adjustment Coordinator Handbook • H. Gritzmacher, J. Repetto, and S. Cassity • University of Missouri-Columbia, Columbia, MO • 1988 • LP#412

This handbook offers vocational adjustment coordinators practical suggestions about instruction, program management, and administrative procedures that may be utilized and shared with other appropriate personnel. Also included are guidelines from Missouri's cooperative school-to-work program for students with disabilities. (160 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Vocational Preparation and Employment of Students with Physical and Multiple Disabilities • LP#992

This practical handbook for school staff addresses vocational preparation for students with physical and multiple disabilities. Strategies are provided for working with employers and teaching on-the-job communication skills. In addition, the book presents ten case studies that demonstrate effective practices. (223 pages)

STUDENT DEVELOPMENT
Educators • *Handbook*

Vocational Preparation Teacher Manual • 1993 • LP#667

This manual produced by Missouri LINC provides basic information for vocational preparation teachers who work with students from disadvantaged backgrounds and students with disabilities in vocational education programs. It includes information on job and life skills, careers, assessment, instruction, and how to establish contact

with other resource personnel. (171 pages)

STUDENT DEVELOPMENT
Educators • *Handbook*

Waiting Work Force Ready, Willing and Disabled • LP#894

This 25-minute videotape demonstrates the roles of school and agency personnel as they cooperatively assist in the transition of youth from school to work. Successful components of the school-to-work transition program are discussed by parents, employers, and persons with disabilities.

INTERAGENCY COLLABORATION
Educators, Service Providers, Family • *Videotape*

Working Together: Supervising People with Disabilities • LP#1330

This handbook provides basic information about setting career goals and seeking employment. It may be used by service providers as a counseling tool or by individuals with disabilities on their own. Sections cover such topics as identifying occupations, presenting and marketing yourself, securing job information, and an overview of the Americans with Disabilities Act. (98 pages)

STUDENT DEVELOPMENT
Educators, Service Providers, Students • *Handbook*

The following ten Center for Innovations in Special Education (CISE) products are sold through:

INSTRUCTIONAL MATERIALS LABORATORY

University of Missouri, Columbia
2316 Industrial Drive
Columbia, MO 65202
800-669-2465
FAX: 314-882-1922

Accessibility and Accommodation • 1993 • Order #: 92-3000-1 • $7.35

Topics in this handbook include discussion of the Americans with Disabilities Act,

accessibility, and how to make accommodations. Examples of assistive technology are included.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Job Search • 1993 • Order #: 92-8060-1 • $8.25

This train-the-trainer module is designed to assist career and placement staff, campus professionals, employers, faculty, and others with job-search issues related to individuals with disabilities.

STUDENT DEVELOPMENT
Educators, Service Providers, Other • *Training Manual/Modules*

Support Services • 1993 • Order #: 92-5000-1 • $6.45

The philosophy of establishing support services for postsecondary students with disabilities is discussed in this train-the-trainer module. Services provided at pilot project sites are also presented.

STUDENT DEVELOPMENT
Educators, Service Providers • *Training Manual/Modules*

Self-Advocacy • 1993 • Order #: 92-3020-1 • $6.90

Topics in this train-the-trainer module include self-advocacy and the process behind becoming a self-advocate.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

How to Provide Accommodations for Students with Learning Disabilities • 1994 • Order #: 92-3001-1 • $8.55

This train-the-trainer module discusses possible teaching strategies to assist students with learning disabilities.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Rights and Responsibilities of Students with Disabilities in the Postsecondary Setting • 1994 • Order #: 92-3010-1 • $1.75

This handbook provides a basic overview of legislation affecting students with disabilities at the college or university level. The handbook also provides general tips and suggestions for educators, students, and family.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Students, Family • *Handbook*

Rights and Responsibilities of Faculty Concerning Students with Disabilities • Order #: 92-3011-1 • $1.95

This handbook provides an easy-to-understand overview of legislation affecting students with disabilities at the postsecondary level as well as how it impacts faculty. The handbook also provides general tips on working with students with disabilities and includes a list of resources.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Rights and Responsibilities of Employees with Disabilities on the Job • Order #: 92-3012-1 • $1.75

This handbook for employers provides an easy-to-understand overview of legislation affecting people with disabilities in the employment setting. The handbook also offers general tips and suggestions related to the job search and a list of resources.

PROGRAM STRUCTURES AND ATTRIBUTES
Other • *Handbook*

Disclosing Abilities Video • 1995 • Order #: 92-6000-V

This video, designed for educators and service providers, looks at the job search from the perspective of individuals with disabilities. Issues discussed include disclosure, accommodations, and job search (close-captioned).

STUDENT DEVELOPMENT
Educators, Service Providers • *Videotape*

New Hampshire

UNIVERSITY OF NEW HAMPSHIRE
Institute on Disability (UAP)
7 Leavitt Lane, Suite 101
Durham, NH 03824-3522
603-862-4320
FAX: 603-862-0555

Assessing the Quality of Supported Employment Services · J. Nisbet, M. Callahan, and D. Dileo • 1990 • $2.00

This handbook describes an assessment tool designed to evaluate the quality of supported employment services and is geared for prospective employers, service providers, and special educators. This tool is based on field research, literature reviews, and input from practitioners. Job matching, job development, and job training and support are a few of the items discussed. (4 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Others • *Handbook*

Benefits Planning for Children and Youth with Disabilities · J.M. Malloy • 1995 • $5.00

This manual was written for young people with disabilities, their family members, friends who work with them, and professionals. Basic information is provided about how to collect money from health insurance and related assistance for children and youth who experience disability from birth to age 21. It includes sections on resource needs and planning, individual benefits, health insurance, and programs and services. (93 pages)

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Educators, Service Providers, Students, Family • *Handbook*

Institute on Disability/UAP Brochure • 1996 • Free

This brochure includes various publications and materials that focus on individuals with disabilities as they transition from school to the adult world.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Other*

Building Relationships: A Guide for Planning Natural Job Supports • P. Cotton, S. Goodall, J. Bauer, J. Klein, and J. Nisbet • 1993 • $7.00

This guide is used to assist co-workers of individuals with disabilities in realizing their vision for the future. The ability to offer guidance without directing the planning requires sensitivity, a fundamental belief in the power of relationships, and a belief in the natural creativity of co-workers, friends, and family members. Although the planning activities in this guide relate primarily to employment, the proposed planning occurs through a formula that considers a person's whole life. (20 pages)

STUDENT DEVELOPMENT, STUDENT FOCUSED PLANNING
Service Providers, Other • *Handbook*

Choice Through Knowledge, Knowledge = Power: A Model for Empowerment Through Education • P. Cotton and J. Sowers • 1995 • $3.00

This guide presents a demonstration project that was developed from the concept of "service brokeraging." The purpose of the project was to provide individuals and their families the opportunity to make "real" informed choices and to control the decisions regarding employment goals, strategies used to achieve these goals, and funding resources. The guide describes the project, the processes utilized, and the experiences of individuals who have participated in the project. (40 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Service Providers • *Handbook*

Dream Catchers • Institute on Disability • 1992 • $20.00

This 17-minute video tells the stories of three young people with disabilities and

how they each pulled together a network of people called a "circle of support."

STUDENT DEVELOPMENT
Students, Family • *Videotape*

Enhancing the Lives of Adults with Disabilities: An Orientation Manual • D. Dileo and J. Nisbet • 1993 • Second Edition • $5.00

This orientation manual is written for individuals who have chosen a career in services for people with disabilities in New Hampshire. The manual provides an overview of developmental disabilities, quality of life in the community, issues related to behavior and positive alternatives, strategies for learning useful skills, everyday health and safety practices, and strategies and guiding principles for enhancing lives of individuals with disabilities and families. (80 pages)

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

Making Waves, Projects in Progress 1995-1997 • 1996 • Free

This resource contains a brief overview of transition-related projects from 1995 to 1997. (60 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Handbook*

Quality Indicators of Naturally Supported Employment Opportunities • J. Nisbet, J. Sowers, and D. Hagner • 1995 • $4.00

This assessment tool for employers, workers, and employment facilitators was designed to assess naturally supported employment opportunities. (10 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers, Other • *Other*

The Voices of Friendship • 1996 • $20.00

Everyone knows that friendship is an important part of life—especially for teenagers. Going to classes, hanging out after school, and dreaming of the future are just some of the things that teenagers share with their friends. Yet, for many

teenagers with disabilities, developing meaningful relationships with peers continues to be a struggle. *Voices of Friendship* addresses this issue from a unique perspective. Viewers are introduced to Jocelyn Curtin, a high school student with disabilities, and her friends who demonstrate in words and experiences how to support one another to achieve real and reciprocal friendships. As the young women share their wisdom, they provide clear and compelling evidence that friendships can and must happen for everyone. (10 minutes, VHS)

STUDENT DEVELOPMENT
Educators, Students • *Videotape*

NEW HAMPSHIRE'S TRANSITION INITIATIVE—TURNING POINTS

University of New Hampshire
312 Morrill Hall
Durham, NH 03824
603-228-2084
FAX: 603-228-3270

The Changing Role of the High School Special Educator • 1994

This handbook points out how special educators must adapt to meet the mandates of the transition initiative as it is incorporated in IDEA. (30 pages)

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

From Special to Regular, From Ordinary to Extraordinary • 1993

This book provides a discussion of transition services within the classroom setting, including how to modify a student's curriculum and how to access other supports for students. (56 pages)

STUDENT DEVELOPMENT
Educators • *Book, Compendium, Monograph*

Sampling of Training and Technical Assistance Packets • 1995

This handbook explains how parents and others involved with transition services

can access "natural supports" for the education of students with disabilities. (20 pages)

STUDENT DEVELOPMENT, FAMILY INVOLVEMENT
Educators, Family • *Handbook*

Strategies for Including Students with Severe Disabilities in General Education High School Classes • 1994

These materials show educators how to implement transition services within the school setting, including how to best meet the students' needs within the regular classroom. A brief discussion of policy surrounding transition services is also included. (20 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

New Jersey

NEW JERSEY PARTNERSHIP FOR TRANSITION FROM SCHOOL TO ADULT LIFE FOR YOUTH WITH DISABILITIES

New Jersey Department of Education
Office of Special Education Programs, CN-500
Trenton, NJ 08625-0500
609-633-6431
FAX: 609-292-5558

It's Your Life, Live It to the Max • 1995

This training manual is written for students with disabilities. Topics focus on self-determination and taking charge of decision-making during transition planning. Student-based activities are clearly presented for educators to implement. (500 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Training Manual/Modules*

Strategies for Developing Functional Curricula • 1994

This packet includes various surveys used to assess student needs, planning for IEPs, and developing an appropriate curriculum. It is a helpful resource for educators. (40 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators • *Handbook*

Transition Service Delivery and Best Practices: A Workshop for Guidance Counselors

This manual is designed for educators and guidance counselors for inservice transition training. The focus primarily addresses the needs of guidance counselors in

facilitating the transition of students with disabilities. (50 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators • *Training Manual/Modules*

Transition Training for Case Managers

This manual is designed for educators who provide inservice on transition training. In particular, it addresses the training issues of case managers in the area of transition. (50 pages)

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

New Mexico

NEW MEXICO CIRCLE OF LIFE PROGRAM
435 St. Michaels Drive, Building D
Santa Fe, NM 87505
505-827-3523
FAX: 505-827-3546

IEP Compliance Training Modules • 1996

This set of materials contains four training modules that focus on IEP/ITP compliance issues. Materials can be appropriately used for training school personnel in writing transition plans. The following provides a brief description of each module.

Module 1: Developing Community Transition Teams • 1995

This module provides information on the importance of community transition teams, team development and member recruitment, comprehensive needs assessment, and goal-setting leading to action plans for communities.

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

Module 2: Partnership to Create Transition Change • 1995

This module provides information on successful team operations, creating "safety nets" to support system change, ongoing staff development and technical assistance for key players, monitoring and evaluating team progress, and strategies to engage families, youth and young adults as partners in community transition teams.

INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

Module 3: Integration of Transition Services into the Individualized Education Plan • 1996

This module provides information on transition planning, individualized educational programs (IEP), and integration of services into the IEP.

STUDENT-FOCUSED PLANNING
Educators, Service Providers • *Training Manual/Modules*

Module 4: Parent Training Module • 1995

This parent training module focuses on working in partnership, roles of parents, skills parents can teach their child, self-advocacy, and parent roles in transition planning.

FAMILY INVOLVEMENT
Family • *Training Manual/Modules*

SELF-DETERMINATION TEAM

Protection and Advocacy System
1720 Louisiana NE Suite 204
Albuquerque, NM
505-256-3100

Self-Determination: The Road to Personal Freedom • L. Martin and D. Carter Ludi

This curriculum reflects the authors' best attempt to understand what self-determination means. It presents concepts and teacher strategies, and provides opportunities to practice what is required to be self-determined. This curriculum is a guide to daily classroom and community living. The authors believe that the concepts need to be infused into all curriculum content areas, therefore, conceptual units are provided. Most units follow the same structure: a related proverb, a determination example, vocabulary, unit concept, and the unit goal. Unit titles include Introduction to Self-Determination; Expanding Roles: Practices Makes Perfect; Facing Facts: Disabilities and Accommodations; The Big R's: Rights and Responsibilities; and Celebration of Self. Other examples of resources specific to New Mexico are included.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students • *Curriculum Guide*

UNIVERSITY OF NEW MEXICO
College of Education 215
Albuquerque, NM 87131
505-277-5119

Learning with a PURPOSE: An Instructor's Manual for Teaching Self-Determination Skills to Students who are At-Risk for Failure •
L.A. Serna and J. Lau-Smith

Learning with a PURPOSE is a comprehensive self-determination curriculum designed for students with mild and moderate disabilities, and students who are at risk for failure in home, school, and community environments. The program is appropriate for students between the ages of 12 and 25 years. Self-evaluation, self-direction, networking, collaboration, persistence and risk taking, and dealing with stress comprise the self-determination skills that are systematically taught. Students clearly define each skill, understand how the skill will be useful to them, rehearse the skill, evaluate their own performance, reach skill mastery, and participate in activities that will help them use their skills in a variety of environments.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students • *Curriculum Guide*

New York

LONG ISLAND TRANSITION COORDINATION SITE

Eastern Suffolk BOCES
350 Martha Avenue
Bellport, NY 11713
FAX: 516-286-6588
Contact: Brian McIlvain, Co-Coordinator

Video on Supported Employment for In-School Youth • Long Island Transition Coordination Site at Eastern Suffolk BOCES • Cost: If requester provides a blank HQ VHS tape, one copy of the video can be provided free upon written request.

This 12-minute video demonstrates how supported employment is developed at an IEP meeting and shows an example of an on-site consumer training session.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Service Providers, Students • *Videotape*

LONG ISLAND TRANSITION COORDINATION SITE

Terryville Evaluation Center
Eastern Suffolk BOCES
401 Terryville Road
Port Jefferson Station, NY 11776
FAX: 516-473-3358
Contact: Carol Sherwood, Co-Coordinator

Transition Area Curricula • Long Island Transition Coordination Site at the North County Learning Center of Eastern Suffolk BOCES • Cost negotiable: Please make written request.

This community-based curriculum guide provides teachers with ideas for students to use in community-based activities.

STUDENT DEVELOPMENT
Educators • *Curriculum Guide*

NEW YORK STATE EDUCATION DEPARTMENT, OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES FOR INDIVIDUALS WITH DISABILITIES (NYS VESID)

One Commerce Plaza, Room 1613
Albany, NY 12234
FAX: 518-486-4154
Contact: Doris Jamison

In-Service Training Curriculum for Transition Services: Planning and Implementation • NYS VESID Transition Systems Change Project • 1995

This training curriculum was designed for school personnel and families. The trainer's manual consists of the following six modules: Context, IEP Process, Roles and Responsibilities, Participating Agencies, Vocational Assessment, and Managing the Process. Modules include various activities, transparency masters, handouts, and background readings. (600 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Family • *Training Manual/Modules*

In-Service Training Curriculum for Vocational Rehabilitation Counselors • NYS VESID Transition Systems Change Project

This trainers' manual is intended for vocational rehabilitation counselors working in federal or state disability-related programs. Topics include transition policies, linkages with special education programs, and implementing VESID Youth in School

policies. Trainer notes, overheads, and activities are included.

INTERAGENCY COLLABORATION, PROGRAM STRUCTURE AND ATTRIBUTES
Service Providers • *Training Manual/Modules*

Level I Career Assessment Guide for Students with Disabilities • Hudson Valley Transition Coordination Site at Southern Westchester BOCES • One copy of the guide can be provided free upon written request.

This comprehensive how-to guide focuses on assessing the career interests of students, ages 12-14. The model discusses what information should be gathered from key individuals and how the results may be used to promote the transition planning process.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students • *Handbook*

Linkages to Community Life: A Reference Manual for Families and Educators • NYS VESID Transition Systems Change Project

This educator and parent manual includes information about how to enable students to develop community living skills. The guide contains seven sections: family linkages, community linkages, school linkages, optimal environments for learning to live in the community, life domains, assessment, and instruction.

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT
Educators, Family • *Handbook*

Video Kit on Infusing Transition into the IEP • NYS VESID Transition Systems Change Project • 1993

This videotape depicts a training teleconference on infusing transition into the IEP. Information about the IEP is followed by a mock IEP meeting including school personnel, family, and agency representatives. A companion booklet provides a guide to the proceedings and a table of answers to all call-in questions.

STUDENT-FOCUSED PLANNING
Educators, Service Providers, Family • *Handbook, Videotape*

Work Incentives Handbook: Going to Work? Social Security Work Incentives You Should Know About • NYS VESID Interagency Cross Systems Work Group on Training

This handbook provides answers to key questions about work incentives for students with disabilities. A companion video presents additional information and consumer perspectives. These materials are used to train community agencies and schools in New York state.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook, Videotape*

PROGRAM DEVELOPMENT ASSOCIATION

5620 Business Avenue, Suite B
Cicero, NY 13039
800-543-2119
FAX: 315-452-0710
E-Mail: 73601.2736@Compuserve.com

Everyone Can Work • 1996 • $79.00 (Shipping and handling: $5.00 for first item; $2.50 each additional item)

This video, hosted by Dr. Paul Wehman, looks at success in supported employment. It features compelling interviews with all the major partners in a supported employment placement, for example, job coaches, family, employers, and supported employees. This professionally produced video clearly shows that *Everyone Can Work*. (40 minutes, VHS, close-captioned)

STUDENT DEVELOPMENT
Educators, Service Providers, Students, Family, Other • *Videotape*

Getting There • $79.00 (Shipping and handling: $5.00 for first item; $2.50 each additional item)

This 18-minute instructional video and picture set teaches transportation skills through a step-by-step process. It stresses independence and the safe use of public transportation. It covers the importance of good social skills, preparing to leave,

how to take a bus, understanding community signs, and using streets and elevators safely.

STUDENT DEVELOPMENT
Educators, Service Providers, Students • *Videotape, Other*

I Belong Out There • $39.95 (Shipping and handling: $5.00 for first item; $2.50 each additional item)

This entertaining look at recreation, friendships, and natural supports is loaded with great ideas and real-life examples. It covers natural supports and recreational opportunities, and helps motivate persons to seek out friendships through community activities. Each 20-minute videotape comes in both open- and close-captioning with voice descriptor and camera-ready printed materials.

STUDENT DEVELOPMENT
Students • *Videotape, Other*

In My Shoes: Friendmaking • $49.00 (Includes board die, movement pieces, cards, instructions, facilitator manual, use suggestions)

Your staff will learn why to connect people with people, how to connect people with people, changes agencies may need to make, tips to successful community building, how to avoid common mistakes, and a proven sequence of friendmaking. This game is useful at workshops for QMRP's, residential staff, vocational staff, managers, social workers, case managers, therapists, staff trainers, quality assurance staff, counselors, and parents.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers, Family, Other • *Other*

In My Shoes: Person Centered Supports and Services • $49.00 (Includes board, die, movement pieces, cards, instructions, facilitator manual, use suggestions)

Your staff will learn how to assist consumers in making choices, how to interact nonconfrontationally, how to treat consumers with dignity and respect, how to use person first language, nationally accepted principles and values, and the service and support model. This game is useful at workshops for QMRP's, residential staff, vocational staff, managers, social workers, case managers, therapists, staff trainers, quality assurance staff, counselors, and parents.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers, Family, Other • *Other*

It's All Part of the Job • $59.00 (Shipping and handling: $5.00 for first item; $2.50 each additional item)

This one-of-a-kind video features real-life workers with developmental disabilities and their employers. Focuses on social skills needed to succeed on the job and informs and motivates job seekers about different aspects of the work environment. The program covers essential skills needed to make it in the workplace: personal appearance, getting to work, punctuality and attendance, getting along with co-workers, taking breaks, following instructions, and staying on task. (21 minutes, VHS)

STUDENT DEVELOPMENT
Students • *Videotape*

Opportunities Are Everywhere • $39.95 (Shipping and handling: $5.00 for first item; $2.50 each additional item)

This is an action-filled five-minute motivational video produced to help staff promote integration. *Opportunities Are Everywhere* demonstrates that people with developmental disabilities can achieve their goals. The prevalent can-do message is reinforced by dozens of "shots" of students and adults involved in various community activities. This video effectively helps promote greater independence and community participation.

STUDENT DEVELOPMENT
Educators, Service Providers • *Videotape*

People in Motion Part 2: Breaking the Silence Barrier • $99.00

This video reports on creative technologies used to help people with autism, traumatic brain injuries, and learning and speech disabilities. Temple Grandin, a woman with autism and a Ph.D. in animal science, explains her "squeeze machine," which uses deep-pressure therapy to help ease the hyperacute sensory dysfunction that often accompanies autism. Renowned neurologist Oliver Sacks shares his views on how people with autism can find meaning in their own distinctive way. Also profiled are Bob Williams, the first person with a significant speech disability to hold a major federal office, and several people with learning disabilities and traumatic brain injuries who have improved their lives by using multimedia software programs. The video can be used as a training tool for all. (56 minutes, VHS)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Videotape*

People in Motion Part 2: A New Sense of Place • $99.00

This program profiles individuals who have found a way to "ramp" their way into the world in front of orchestras in the glare of news cameras, on the walls of galleries, and in the workplace. Among them are Grammy Award winner Evelyn Glennie, considered one of the world's leading solo percussionists, and profoundly deaf since the age of 12, and NBC news correspondent John Hockenberry, partially paralyzed since the age of 19, who travels the world to report the news. Also featured in the program is a legally blind woman, who is not only a district attorney but an accomplished athlete as well. To be used as a training tool for all. (56 minutes, VHS)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Videotape*

People in Motion Part 2: Ready to Live • $89.95

This video looks at ways adaptive technologies help people with disabilities find independence. Included is a profile of Ed Roberts, a national disability rights activist, once called a "helpless cripple," who became one of the founders of the "Independent Living Movement." Other profiles include a world-class runner who uses an advanced prosthetic leg; a former Bosnian soldier whose life was transformed by a pair of artificial hands, and a woman who inspired a revolution in wheelchair design and construction. To be used as a training tool for all. (60 minutes, VHS)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Videotape*

People in Motion Part 2: Without Barriers or Borders • $99.00

This program explores the burgeoning global movement for independent living and how people with disabilities are reshaping the world in which they live. Featured are high school students with disabilities from Russia who learn confidence, teamwork, and communication skills through whitewater rafting; Japanese activists who are working to break down cultural barriers and persuade their society to provide access to transportation and buildings; and a Cambodian clinic where over half the workers have disabilities. To be used as a training tool for all. (56 minutes, VHS)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Videotape*

The Power of Empowerment • 1994 • $149.00, Users Package: Includes 23-minute video with 24-page Users' Guide; $199.00, Training Package: Includes 23-minute video with 69-page Users' Guide and Facilitators Manual

The Power of Empowerment is a professionally produced training video and comprehensive manual that will identify the critical elements which were found to be important in building partnerships between service providers and the people they serve. Using different scenarios this video shows different ways to help empower people who have various types of disabilities.

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION
Service Providers • *Training Manual/Modules, Videotape*

Regular Lives! • $59.00

Regular Lives! provides a model for parents, teachers, employers, and communities interested in eliminating obstacles and developing strategies and goals for mainstreaming. It shows a way to integrate people with disabilities into the ordinary routines of life. The program comes with a comprehensive companion guide, which describes how you can use *Regular Lives!* to help promote the concept of full integration in your community.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family, Other • *Videotape*

Teamwork Works • $99.00, Includes one 20-minute VHS video, leader guide, handouts

This person-centered planning tool is easily adaptable to all people, regardless of the severity of their disability. It features a seven-step formula that promotes cross-agency collaboration and teamwork. The video features a man by the name of Arthur who worked with his VR counselor, sister, others (SSA, HUD), and employer to get him a job, an apartment, and his own car. It shows how the system should work and what can be accomplished by working together. If you are interested in helping the people you serve by streamlining complex bureaucracies and developing community partnerships then this video is for you.

INTERAGENCY COLLABORATION
Educators, Service Providers • *Videotape*

The Ten Commandments of Communicating with People with Disabilities • $195.00 (Shipping and handling: $5.00 for first item; $2.50 each additional item)

Learning proper etiquette can help your organization avoid losing talented employees and potential customers due to ignorance or awkwardness. This outstanding video uses light-hearted, humorous vignettes to help you learn how to communicate respectfully and sensitively with people who have a wide range of disabilities. Crucial training for anyone who employs, serves, or communicates on a regular basis with people who have disabilities.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Other • *Videotape*

A Video Guide to (Dis)Ability Awareness • 1993 • $195.00 (Shipping and handling: $5.00 for first item, $2.50 each additional item)

This videotape focuses on topics related to etiquette and behavior: how to be comfortable and confident in your activities with persons with disabilities; how to anticipate and interact effectively with people who have communication-related disabilities like blindness and loss of hearing; and how to identify and remove unintentional barriers in your organization. (25-minute video with group reference guides)

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Other • *Handbook, Videotape*

SOUTHERN TIER TRANSITION AND TECHNICAL ASSISTANCE CENTER

Cornell University
105 ILR Extension
Ithaca, NY 14853-3901
FAX: 617-255-2763
Contact: Thomas Golden

Community-Based Employment Assessment • Southern Tier and Rochester Regional Transition Coordination Site • Cost negotiable: Please make written request.

This inservice training curriculum is designed to prepare school personnel to

develop and conduct community-based employment assessments.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

North Dakota

NORTH DAKOTA TRANSITION PROJECT

Minot State University
500 University Avenue
Minot, ND 58707
701-858-3167
FAX: 701-839-6933
Contact: Meredith Johnson, Administrative Secretary

A Transition Checklist for Students • 1994

This brief guide for teachers and parents is designed to identify student transition goals and objectives. The document also serves as a checklist and time frame for transition planning for students ages 14-21. (12 pages)

STUDENT-FOCUSED PLANNING
Educators, Family • *Handbook*

Bridging the Gap: Media Center Catalog • 1995

This catalog, from the North Dakota Transition Project media center, lists over 1,100 documents focusing on transition and disability-related issues such as employment, independent living, recreation and leisure activities, postsecondary planning, and community participation. (170 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family, • *Other*

Ohio

OHIO'S PROJECT LIFE

Linkages for Individual and Family Empowerment
Ohio Department of Education, Division of Special Education
933 High Street
Worthington, OH 43085
614-466-2650, FAX: 614-728-1097

Transition Team Training Package • 1995

This training package is designed for transition trainers to develop and plan quality transition services through the IEP. Overheads, videos, training team activities, and presenter notes are included. (110 pages)

STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules, Videotape*

VOCATIONAL INSTRUCTORS' MATERIALS LAB

1900 Kenny Road
Columbus, OH 43210
800-848-4815

Individualized Career Plan • 1995

This planning tool assists teachers to guide students when documenting their career planning activities (8th to 12th grade).

STUDENT DEVELOPMENT
Educators, Students • *Handbook*

Oklahoma

NATIONAL CLEARINGHOUSE OF REHABILITATION TRAINING MATERIALS
Oklahoma State University
816 West 6th Street, Stillwater, OK 74078
405-624-7650, 800-223-5219
FAX: 405-624-0695
E-Mail: pgaines@osuuNX.ucc.okSTATE.EDU

Individuals with Disabilities Education Act: Transition Requirements, A Guide for States, Districts, Schools, and Families • Jointly developed by: J. Storms, Western Regional Resource Center; L. DeStefano, National Transition Network; E. O'Leary, Mountain Plains Regional Resource Center • 1996 • $6.00

This monograph is a joint effort of staff from the Regional Resource Center network and the National Transition Network. Its purpose is to provide guidance to state, district, school personnel, and family organizations as they ensure that the transition requirements of P.L. 101-476, the *Individuals with Disabilities Education Act* (IDEA), are implemented appropriately for youth with disabilities. This monograph addresses all of the transition components in the federal requirements. It may be used by state agency personnel, local agency administrators, and teachers as a basis for evaluating and improving the practice of incorporating the transition service requirements of the IDEA into IEP planning. It should be stressed, however, that the development of this monograph was not supervised or endorsed by the Office of Special Education Programs (OSEP) or other agencies, so adherence to the practices it advocates does not ensure compliance. Be sure to check with your state for additional requirements.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Family • *Book, Compendium, Monograph*

Oregon

ANDREW S. HALPERN, PH.D.
University of Oregon
175 College of Education
Eugene, OR 97403
541-346-1409
FAX: 541-346-5818
E-Mail: Andrew_Halpern@ccmail.uoregon.edu

Community Transition Team Model: Facilitator's Manual • M.R. Benz, L.E. Lindstrom, A.S. Halpern, and R.S. Rothstrom • University of Oregon Press, Eugene, Oregon • 1991

This manual describes the procedures that team leaders and members employ to create and maintain a transition team that represents their local community and develop, implement, and evaluate annual action plans that address their high-priority needs in transition. This facilitator's manual was published in conjunction with a computerized management information system to facilitate all technical assistance, reporting, and networking activities.

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook, Other*

Community Transition Team Model: Team Leader's Manual • A.S. Halpern, L.E. Linstrom, M.R. Benz, and D.J. Nelson • University of Oregon Press, Eugene, Oregon • 1991

This manual focuses on the role of team leaders in implementing the *Community Transition Team Model.* After a general overview of the model, remaining chapters present procedures designed to structure work that is done by transition teams. The manual also includes a description of the underlying rationale for the work of

transition teams. Finally, several appendices include examples of materials used to implement this model.

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

NEXT S.T.E.P.: Student Transition and Educational Planning • A.S. Halpern • 1997 • $200.00

This complete curriculum focuses on self-directed transition planning for students with and without disabilities. It consists of a teacher manual containing detailed lesson plans, an accompanying video, program brochures, and student workbooks including everything students need to complete lessons and develop their own transition plans. The curriculum also teaches students how to prepare for and direct their own transition planning meeting.

STUDENT-FOCUSED PLANNING
Educators, Students • *Curriculum Guide, Videotape*

Secondary Education and Transition Teams Procedures Manual • M.R. Benz • Oregon Department of Education • 1993

This manual describes the foundation and operation of transition teams. It offers sufficient detail for teams to get started and function effectively.

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

OREGON TRANSITION SYSTEMS CHANGE PROJECT

Specialized Training Program
1235 University of Oregon
Eugene, OR 97403-1235
541-346-2467
FAX: 541-346-5517
TDD: 541-346-2466

Friends of Clubs: A Community Partnership • $10.00

This video provides an explanation of the *Friends of Clubs* model. The program demonstrates how a network of parents, friends, relatives, and other community members can support the individual with a disability.

STUDENT DEVELOPMENT, FAMILY INVOLVEMENT
Educators, Family • *Videotape*

Transition Fact Sheets Packet • 1994 • Free (limit 1 copy)

This packet of fact sheets provides answers to various questions on transition in a simple format. Fact sheet titles include: What Is Transition Planning?; What's All This Talk About Transition?; Planning for Transition—Some Suggestions for Families; and Planning for Transition—Some Suggestions for Teachers, Counselors, and Other Professionals.

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Educators, Service Providers, Family • *Handbook*

Transition Services and IDEA: What's It All About? • K.B. Flannery • 1995 • $2.00

This brief overview of transition legislature and the transition planning process is designed for educators.

STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURE AND ATTRIBUTES
Educators • *Handbook*

Vocational Rehabilitation Fact Sheets Packet • 1994 • Free (limit 1 copy)

This packet of fact sheets focuses on vocational rehabilitation. Each fact sheet was designed to answer basic questions about the vocational rehabilitation process for educators, consumers, and their family. Fact sheet titles include: What Is Vocational Rehabilitation?; Individualized Written Rehabilitation Plan (IWRP) Checklist or Knowing Your Rights; and What's All This Talk About Vocational Rehabilitation?

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Students, Family • *Other*

Working Partners: An Employer's Guide to Working with Special Populations • C. Sargent • $7.00

This handbook provides employers of students with disabilities practical suggestions for adapting a work environment and lists expectations required of employees.

STUDENT DEVELOPMENT
Other • *Handbook*

WASHINGTON STATE UNIVERSITY, PORTLAND PROJECTS

1818 SE Division Street
Portland, OR 97202
503-232-9154
FAX: 503-232-6423
E-Mail: slade@vancouver.wsu.edu

Let's "Talk" (for Teachers): Meeting the Communication Needs of Students Who Use Alternative Communication Systems • C. Rowland, P. Schwiegert and A. Slade

Let's "Talk" (for Parents): Making Sure Your Child Can Communicate with People Outside Your Home • C. Rowland, P. Schwiegert and A. Slade

Let's "Talk" (for Staff): Communicating with Individuals Who Use Alternative Communication Systems • C. Rowland, P. Schwiegert and A. Slade

These three booklets are designed to aid parents, teachers, and adult services staff in collecting information on the communication skills for students who use alternative communication systems when they leave high school and enter new environments.

STUDENT DEVELOPMENT
Educators, Service Providers, Family • *Handbook*

Rhode Island

THE UNIVERSITY OF RHODE ISLAND (UAP OF RI)

Institute for Persons with Developmental Disabilities
UAP/Rhode Island College
600 Mount Pleasant Avenue
Providence, RI 02908
401-456-8072

Transition Resource Manual • $25.00

This manual provides information to the persons responsible for developing educational transition plans for students with disabilities. To enhance the user's knowledge of the transition plan as an integral part of the IEP process, sections are devoted to general definitions, legal mandates, and national and state perspectives. The major emphasis of this manual is to provide a current and practical resource guide on transition services planning. The resources listed are representative of the services, agencies, and personnel available to the students in the state of Rhode Island.

Part of the mission of the UAP of RI is to disseminate information about current research and best practices. In accordance with that goal, supplemental materials are cited at the end of each section which are free upon request by calling the UAP office at Rhode Island College. Out-of-state restrictions may be applied.

STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

South Carolina

YORK TECHNICAL COLLEGE
Student Services Division
452 S. Anderson Road
Rock Hill, SC 29730
803-325-2876
FAX: 803-327-8059
Contact: Deborah Gladden

Making the Transition from High School to College

This training packet was developed for use at school inservices specifically for students with disabilities, family, and counselors. The information provided is necessary for students who transition from school to a postsecondary education setting. Some of the topics include how to prepare during high school for postsecondary, questions to ask colleges, and SAT with accommodations. Handouts are included.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students, Family • *Training Manual/Modules*

Tennessee

LRE FOR LIFE PROJECT
600 Henley Street, Suite 312
Knoxville, TN 37996-4135
E-mail: butterw@utkux.utcs.utk.edu
mabrown@utkux.utcc.utk.edu

LRE for LIFE Project Transition Planning Form • J.R. Butterworth and M.A. Brown • LRE for LIFE Project, Tennessee Systems Change/School Restructuring Project

This planning form, designed for educators, contains 28 items to guide students with disabilities in smoothly transitioning into post-school living, relationships, and meaningful careers.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators • *Other*

The LRE for LIFE Project Situational Vocational Assessment Materials • J.R. Butterworth and M.A. Brown • LRE for LIFE Project, Tennessee Systems Change/School Restructuring Project

This packet was developed to assist teachers, job coaches, and transition coordinators in monitoring a student's progress in vocational and community-based experiences. The packet is also intended to be shared with adult service providers and the Department of Rehabilitation Services to assist in planning for meaningful careers after school.

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

Strategies for Addressing Transition from School to Work for Students with IEPs • J.R. Butterworth and M.A. Brown • LRE for LIFE Project, Tennessee Systems Change/School Restructuring Project

This workshop provides an overview of specific actions that best facilitate a smooth transition from school to post-school. Topics include designing a unified secondary vocational education program for all students, interagency collaboration, post-school adult service options, and strategies for addressing transition in student IEPs.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES

Educators, Service Providers • *Training Manual/Modules*

Texas

THE ARC NATIONAL HEADQUARTERS
500 East Border Street, Suite 300
Arlington, TX 76010
817-261-6003
FAX: 817-277-3491

Self-Determination Scale • M. Wehmeyer and K. Kelchner • 1995

The Arc's *Self-Determination Scale* (adolescent version) is a student self-report measure of self-determination designed for use by adolescents with cognitive disabilities, particularly students with mild mental retardation and learning disabilities. The scale has two primary purposes: (a) to provide students with cognitive disabilities and educators a tool that assists them in identifying student strengths and limitations in the area of self-determination; and (b) to provide a research tool to examine the relationship between self-determination and factors that promote and inhibit this important outcome.

The scale consists of 72 items and is divided into four sections. Each section examines a different essential characteristic of self-determination: autonomy, self-regulation, psychological empowerment, and self-realization. A comprehensive discussion and exploration of self-determination as an educational outcome is provided in The Arc's *Self-Determination Scale* Procedural Guidelines, as well as detailed scoring procedures and a discussion about the use of self-report measures in general. The scale should not be used until the administrator is thoroughly familiar with these issues.

STUDENT DEVELOPMENT
Educators, Students • *Other*

Self-Determination Training: Journey to Independence • M. Wehmeyer and H. Bersani, Jr.

This manual provides training materials designed to empower students with disabilities and their family members to play active roles in the transition planning process. The purpose is to increase student and family awareness and thereby prepare them to take an active role in planning for the future. The materials introduce students and their family members to self-determination and self-advocacy through identifying student interests, abilities, and expectations. The materials are designed to be used in a workshop format and are organized into four modules: Are You Ready to Travel; Be Part of the Team; Know the Territory; and You're On the Way. Facilitator materials are provided, including overheads and evaluation checklists.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Educators, Students, Family • *Training Manual/Modules*

Whose Future Is It, Anyway? A Student-Directed Transition Planning Process • M. Wehmeyer • 1995

This instructional package provides students the opportunity to acquire the knowledge and confidence to take part in the transition process as an equal partner. The package emphasizes disability as a part of the human condition and stresses that students need to be aware of their own learning abilities and needs. Each session teaches students something they can use in their transition meeting. For example, students learn how to write and track goals, identify community resources, understand how informed consent affects them, learn how to communicate in small groups, and participate in a meeting.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students • *Curriculum Guide*

TEXAS COLLABORATIVE TRANSITION PROJECT

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701
512-463-9414
FAX: 512-475-3575

Transition Planning: A Guide for Systems Change in Texas • 1995

This manual describes transition planning from four perspectives: policy, student, school, and community. This manual serves as a mechanism for teachers and parents to effectively implement transition planning with the student's IEP. (87 pages)

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Family • *Handbook*

Utah

NEW HATS, INC.
P.O. Box 57567
Salt Lake City, UT 84157
801-268-9811
FAX: 801-268-9814
Contact: Emilee Curtis

Dreams and Plans

This workshop supports individuals, families, and significant others in examining lifestyle dreams, goals, and resources for creating their lives of choice.

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Students, Family • *Training Manual/Modules*

Future Planning • $30.00

This workbook for families and significant others focuses on community opportunities for employment, living arrangements, and leisure pursuits.

STUDENT-FOCUSED PLANNING
Family, Other • *Handbook*

HATS Person-Centered Planning

This workshop for educators presents a new way of thinking about assessment, planning, and supports. A variety of planning tools and methods provide a "toolbox" of creative resources to support community involvement, valued roles, meaningful relationships, and personal contributions.

STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

It's My Life: Preference-Based Planning for Self-Directed Goal Meetings • E. Curtis and M. Dezelsky • 1994

This workshop supports the implementation of personal goals and the fulfillment of dreams, through the use of a planner and workbook activities. It clarifies preferences, goals, and plans for quality adult living as employee, home dweller, friend, neighbor, partner, contributor, and community member.

STUDENT-FOCUSED PLANNING
Students • *Training Manual/Modules*

Letting Go • $20.00

This workbook for families and significant others addresses legal issues, advocacy, guardianship, financial planning, and the question, "What will happen when I am gone?"

STUDENT DEVELOPMENT
Family, Other • *Handbook*

The Life Planner Series Facilitator's Guide • $80.00 (complete with reproducible masters for the six workbooks); $15.00 (single workbooks, spiral-bound)

- Organizing My Life
- Living on My Own
- Lifestyle Dreams
- People, Places and Fun
- Jobs and My Career
- Speaking for Myself and Making Decisions

STUDENT DEVELOPMENT
Educators, Students • *Handbook*

Natural Supports • $15.00

This workbook provides a discussion of how one can be a catalyst in the development and enhancement of friendship and positive relationships.

STUDENT DEVELOPMENT
Educators, Students • *Handbook*

Preference-Based Planning for Self-Directed Goal Meetings • $25.00

This spiral-bound workbook is designed for students to use for IEP and planning meetings.

STUDENT-FOCUSED PLANNING
Students • *Handbook*

Preference-Based Planning for Self-Directed Goal Meetings Facilitator's Guide and Goal Planner's Workbook • $55.00

The workbook and guide include reproducible masters for the facilitator to use with students and a goal planner's workbook for students.

STUDENT-FOCUSED PLANNING
Educators, Students • *Handbook*

A Self-Determined Life: Tools to Support Dignity, Diversity, Community and Dreams • $30.00

This workbook presents the facilitative method of discreet support for individuals in transition, employment and community living situations. A myriad of innovative tools and methods are offered for discovering what people want including information on facilitating self-determination, support networks, and life management strategies.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Handbook*

UTAH STATE UNIVERSITY

Department of Special Education and Rehabilitation
Logan, UT 84322-2865
801-797-3251
FAX: 801-797-3572
E-Mail: BMORGAN@CC.USU.EDU
Contact: Lisa Gardner

Advancing Skills of Specialists in Employment Training (ASSET) • R.L. Morgan, Z. Merrill, N. Ames, T. Loosli, and J. Feng • Outreach and Dissemination Division, Center for Persons with Disabilities, Utah State University • $500.00, Videodisc package (2 videodiscs, a 350-page facilitator's manual and 6 copies of a 300-page specialist workbook); $325.00, Videotape package (5 VHS tapes, facilitator's manual and 6 copies of a specialist's workbook, 250 pages); $120.00, 4 extra specialist's workbooks

ASSET (*Advancing Skills of Specialists in Employment Training*) is a video-assisted training program for supported employment personnel or transition specialists. The program is comprehensive and competency-based, providing basic skills to entry-level specialists. We anticipate that *ASSET* may be used in supported employment programs, rehabilitation agencies, community college programs, transition programs in secondary education, and distance education formats.

ASSET covers a variety of topics identified as important by specialists:

- Unit 1: Introduction to Supported Employment
- Unit 2: Job Marketing and Development
- Unit 3: Job Assessment
- Unit 4: Job-Based Instructional Procedures
- Unit 5: Behavioral Intervention Procedures

ASSET consists of a facilitator's manual, a specialist's workbook, self-check quizzes, job-based application exercises, two videodiscs, and five VHS videotapes with about 3.5 hours of exercises and simulations. The video material illustrates key concepts and procedures, and presents problem-solving and decision-making exercises so that specialists can practice skills before going to community employment sites.

Program directors, rehabilitation counselors, educators, or experienced employment specialists deliver training using *ASSET* to small groups of specialist "trainees." The manual is designed to assist instructors as they deliver training. *ASSET* may be presented in a variety of formats, including brief seminars scheduled

weekly or less often; multi-day, concentrated training; inservice training sessions related to selected topics in the program; and community college courses.

STUDENT DEVELOPMENT
Educators, Service Providers • *Training Manual/Modules, Videotape*

SYSTEMATIC TRANSITION FOR UTAH'S DISABLED YOUTH PROJECT

350 E. 500 South, Suite 202
Salt Lake City, UT 84111
801-533-6264
FAX: 801-533-6276

Employment Specialist Program • 1994

This handbook is designed to provide employment information to parents on how to advocate for their child or youth with a disability. Also listed are resources available to the parents and student. (23 pages)

FAMILY INVOLVEMENT
Family • *Handbook*

The IDEA of Transition: A Teacher's Transition Handbook • 1995

This manual for teachers describes the transition process and how to effectively implement the IDEA requirements in transition planning. (40 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURE AND ATTRIBUTES
Educators • *Handbook*

Jason: 16-year-old Student with Learning Disability and Behavior Disorder Classification • 1994

This booklet describes Jason's sample IEP, including transition goals and objectives, and can be used to supplement teacher training. (11 pages)

STUDENT-FOCUSED PLANNING
Educators • *Handbook*

Life Preserver Portfolio • 1995

This guided portfolio is designed for students with disabilities when setting up their own portfolios.

STUDENT-FOCUSED PLANNING
Students • *Handbook*

Vermont

ENABLING FUTURES PROJECT

Department of Special Education
University of Vermont
405A Waterman Building
Burlington, VT 05405-0160

Speak Up for Yourself and Your Future • K. Shepherd Durney, N. Carlson, D. Lisi, and S. Yuan

This curriculum is designed for building self-advocacy and self-determination skills in students with disabilities.

STUDENT DEVELOPMENT
Students • *Curriculum Guide*

VERMONT TRANSITION SYSTEMS CHANGE PROJECT

Center for Transition and Employment
499B Waterman Building
University of Vermont
Burlington, VT 05405
802-646-4031
FAX: 802-646-1357

Building Capacity for Effective Transition • 1994

This training manual was developed to help educators and administrators appropriately implement transition services within the IEP. It includes information about the school-to-work process, developing and adapting the curriculum, community

resources, and team building. (300 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules*

Making Dreams Happen

This video describes and defines the Making Action Plans (MAPs) process within the context of ITP and IEP planning. In particular, the MAPs process looks at who is on the teams and their respective roles. A description of how MAPs work and the process of implementation.

STUDENT-FOCUSED PLANNING
Educators, Service Providers, Students, Family • *Videotape*

Making Dreams Happen II: Developing Plans and Exploring Resources • 1995

This video is a continuation of the description of the MAPs process. The video highlights the process for using MAPs to build the transition component of the IEP. In addition, it provides examples of resources in the areas of employment, post-secondary education, and self-advocacy.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family • *Videotape*

Virginia

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC) PUBLICATIONS

1920 Association Drive
Department K6092
Reston, VA 20191-1589
800-232-7323
TTY: 703-264-9446
FAX: 703-264-1637
http://www.cec.sped.org

A Practical Guide for Teaching Self-Determination • S. Field, J. Martin, R. Miller, M. Ward, and M. Wehmeyer • 1997 • Order #: P5231 • ISBN: 0-86586-301-6 • $39.95; $27.50 (CEC Members)

This practitioner's guide is targeted to K-12 special education teachers/special population instructors, work experience coordinators, vocational assessment personnel, guidance, and other support staff. The guide addresses the legislative and research foundation for self-determination, assessment, relationships among career development, transition and self-determination, detailed reviews of over 30 curriculum materials, and transition planning. The guide also provides a discussion of topics related to self-advocacy and empowerment and the role of self-help groups, including practical guidelines educators can use to support such efforts. (208 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Book, Monograph, Compendium*

Assess for Success: Handbook on Transition Assessment • P.L. Sitlington, D.A. Neubert, W. Begun, R.C. Lombard, and P.J. Leconte • 1996 • Order #: P5155 • ISBN: 0-86585-281-8 • $30.00; $21.00 (CEC Members)

This handbook helps the IEP team decide what to assess and how assessment data should be collected and used within the context of career development. Case studies

illustrate how this concept applies to students with different levels of ability and different career visions. It also provides strategies for assessing self-determination skills. (136 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Book, Monograph, Compendium*

Integrating Transition Planning Into the IEP Process • L.L. West, S. Corbey, A. Boyer-Stephens, B. Jones, R.J. Miller, and M. Sarkees-Wircenski • 1992 • Order #: P386 • ISBN: 0-86586-222-2 • $17.25; $12.00 (CEC Members)

This book focuses on helping students make a smooth transition from school to adult life by making sure the skills they need for successful employment, community involvement, postsecondary education, leisure pursuits, and self-advocacy will be written into their IEP. It also explores ways schools, community service agencies, private organizations, and families can work together to facilitate successful transitions. (78 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION
Educators • *Book, Monograph, Compendium*

Life-Centered Career Education (LCCE): The Complete Package • 1992 • Order #: P371 • $980.00 (20% discount for school districts or states ordering ten or more sets)

The complete package includes over 1,100 lesson plans covering Daily Living Skills, Personal-Social Skills, and Occupational Skills; Knowledge Batteries; Performance Batteries; Administration Manuals; and Technical Report. A copy of *Life Centered Education: A Competency Based Approach* is also included in the complete package.

STUDENT DEVELOPMENT
Educators, Students • *Curriculum Guide*

Life-Centered Career Education (LCCE): Daily Living Skills • D.E. Brolin • Order #: P367 • ISBN 0-86586-224-9 • $400.00

This component of the *LCCE* includes 472 lesson plans covering personal finances, household management, personal needs, family responsibilities, food preparation,

citizenship responsibilities, and leisure. (1,556 pages, three loose-leaf binders)

STUDENT DEVELOPMENT
Students • *Curriculum Guide*

Life-Centered Career Education (LCCE): Personal-Social Skills • D.E. Brolin • Order #:P368 • ISBN 0-86586-225-7 • $400.00

This *LCCE* component provides 370 lesson plans for developing self-awareness, self-confidence, socially responsible behavior, good interpersonal skills, independence, decision making, and communication skills. (1,348 pages, three loose-leaf binders)

STUDENT DEVELOPMENT
Students • *Curriculum Guide*

Life-Centered Career Education (LCCE): Occupational Guidance and Preparation • R.T. Roessler and D.E. Brolin • Order #: P369 • ISBN 0-86586-226-5 • $300.00

This *LCCE* component includes 286 lesson plans to help students explore occupational possibilities; make occupational choices; develop appropriate work habits; seek, secure, and maintain employment; exhibit sufficient physical and manual skills; and obtain specific occupational competencies. (670 pages, two loose-leaf binders)

STUDENT DEVELOPMENT
Students • *Curriculum Guide*

Life-Centered Career Education (LCCE): Competency Assessment Knowledge Batteries • Order #: P370K • ISBN 0-86586-239-7 • $125.00

Each Knowledge Battery consists of 200 multiple-choice questions that cover the first 20 competencies. Primarily a screening instrument, the Knowledge Batteries were designed to pinpoint specific competency deficiencies. You receive a loose-leaf notebook that includes an Administration Manual, a Technical Report, and samples of each form of the test. In addition, two introductory sets of 10 Knowledge Batteries, Forms A and B. (152 pages)

STUDENT DEVELOPMENT
Educators, Students • *Other*

Life-Centered Career Education (LCCE): Competency Assessment Performance Batteries • 1992 • Order #: P370P • ISBN 0-86586-240-0 • $225.00

The Performance Batteries consist of two alternative forms for each of the 21 competency units. Items are primarily performance-based and should be administered to students before and after instructional units have been taught. Performance Batteries are administered individually or with small groups of students. Test materials must be reproduced as needed. Performance Batteries are packaged in a loose-leaf binder along with an Administration Manual. (683 pages)

STUDENT DEVELOPMENT
Educators, Students • *Handbook*

Life Centered Career Education (LCCE) Training Package • D.E. Brolin • 1994 • Order #: M5000 • $750 (package)

This package includes 30 hours of training, including 10 hours of video that show how to use *LCCE* in your program, a Trainer's Manual, a Participants' Activity Book, and a copy of the basic *LCCE* text, *Life Centered Career Education: A Competency-Based Approach.*

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Training Manual/Modules, Videotape*

Steps to Self-Determination • S. Field and A. Hoffman • 1996 • All three components, $94.00; Separately: Instructor's Guide, $49.00; Student Activity Book (not reproducible), $9.00; Self-Determination Knowledge Scale (20 each, Form A and Form B), $39.00

Designed to be delivered as a course or workshop, this teacher-directed self-determination curriculum is designed to help secondary students define and achieve goals that are important to them. The complete program is made up of three components: (a) Instructor's Guide with introductory materials, session outlines, detailed lesson plans, and transparency handout masters for 16 sessions; (b) Student Activity Book with all of the student handouts in an individually bound format; and (c) The Self-Determination Knowledge Scale, Forms A and B: a pretest and posttest for the curriculum. Field-test results indicated that participation in the curriculum had a significant positive effect on behaviors associated with self-determination.

STUDENT DEVELOPMENT
Students • *Curriculum Guide*

Working Together • D. Hagner and D. Dileo • 1993 • Order #: S5129 • ISBN: 0-914794-88-3 • $27.95; $25.00 (CEC Members)

These materials offer a new approach to assisting individuals with significant disabilities achieve meaningful careers. The book stresses partnerships between businesses, service providers, and natural support systems to achieve positive employment outcomes. Central to the approach are proven strategies that facilitate social inclusion into the cultures of workplaces. *Working Together* also provides the tools to assist in the process of social inclusion. (227 pages)

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION
Educators, Service Providers • *Training Manual/Modules*

EMPLOYMENT SUPPORT INSTITUTE

Virginia Commonwealth University
School of Business
1015 Floyd Avenue
P.O. Box 844000
Richmond, VA 23284
804-828-1992, FAX: 804-828-8884
http://www.vcu.edu/busweb/esi/

Quality Improvement and Employment Services, The CQI Papers • 1992

This series of papers was written to provide managers of employment services programs a description of Continuous Quality Improvement (CQI) and how to implement CQI within their own areas of control. Through the series, the authors (a) describe how CQI is grounded in statistical thinking and enlarged by ideas from organizational development and marketing; (b) examine the underpinnings of CQI and show how CQI can apply to the workings of a human services agency; (c) show how interagency teams can use CQI methods to improve the quality of a community's employment services; and (d) promote the notion that providers of employment services can build on their experiences in assisting workers with disabilities and to become valuable consultants to businesses in managing a culturally diverse workforce.

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers, Other • *Book, Compendium, Monograph*

VIRGINIA'S UNIFIED INTERCOMMUNITY AND TRANSITION AND EMPOWERMENT FOR YOUTH WITH DISABILITIES (UNITE)

P.O. Box 2120
Richmond, VA 23216
804-225-2702
FAX: 804-317-8796

A Skydiver's Guide to Transition Planning

This video was developed for educators working with students with disabilities. It presents a brief history of public policy and law regarding IEP and ITP planning. It emphasizes items included in IEPs and ITPs that involve future planning, reality-based dreaming, and job training.

STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Videotape*

SOUTHWEST VIRGINIA TRANSITION CENTER

Virginia Tech
321 Lane Hall
Blacksburg, VA 24061-0254
540-231-9291
FAX: 540-231-3292

Southwest Virginia Transition Center Library Listing

The materials listed in this catalog may be borrowed for up to 30 days. This library ships to borrowers in the state of Virginia only. To help out-of-state users obtain the materials, the author and publisher are listed, if available. Materials representing a variety of media types are included in the library listing. (65 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Students, Family, Other • *Other*

Access to Employment: Improving Career Placement Opportunities for College Students with Disabilities • P. Altshul, D. Michaels, C. Park, and L. Smart • Milt Wright and Associates, Inc., Northridge, CA

These materials provide information and guidelines for the job developer. Special emphasis is placed on the following topics: job developer and time management issues, initial job development interview with the applicant, preparing the applicant for the job search, providing alternatives to the want ads for job leads, dispelling job market myths, marketing the organization and applicant, preparing the applicant for the interview and followup, and maintenance of successful placement. (52 pages)

STUDENT DEVELOPMENT
Educators, Service Providers • *Book, Compendium, Monograph*

Achieving Outcomes: A Guide to Interagency Training in Transition and Supported Employment • J. Everson, M. Barcus, M. Moon, and M. Morton • Virginia Commonwealth University, Richmond, VA • 1987

This "train the trainer" approach is used to provide cross-agency and interdisciplinary inservice training on transition and supported employment. Included are the goals and objectives that trainers must address in inservice training for transition and supported employment. The materials also include strategies for designing inservice workshops and developing training materials. (353 pages)

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

The American with Disabilities Act (ADA): Making the ADA Work for You • M. Lolito, F. Alvarez, and R. Pimentel • Milt Wright and Associates, Inc., Chatsworth, CA • 1992

This handbook is ideal for business owners, human resource personnel, rehabilitation counselors, and job developers working with people with disabilities. An excellent resource to answer important questions and acquire basic information about the ADA.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers, Other • *Handbook*

Assessing Vocational Performance Among Persons with Severe Mental Illness • J. Cook, G. Bond, S. Hoffschmidt, E. Jonas, L. Razzano, and R. Weakland • Thresholds, Inc., Chicago, IL • 1992

This manual was designed to be used as a reference guide for implementing vocational assessments. Sections were chosen to provide a series of measures for use in service delivery as well as research, collecting information about employment, vocational training, and support services.

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

At Your IEP Meeting • S. deFur • Virginia Department of Education • 1995

This training module and accompanying video, *The Decision Zone*, is designed for high school students, parents, and educators to promote student involvement in IEP planning. Exercises are provided for students to develop self-determination skills.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators, Students, Family • *Training Manual/Modules, Videotape*

Basic Vocational Education • L. Parrish • University of Texas at Austin • 1990

Twelve units in this curriculum manual are designed to assist the classroom teacher in delivering basic vocational skills for at-risk and students with disabilities. The student worksheets are designed for those who lack basic employment skills. Materials are adaptable for large-group or individualized settings. The curriculum is intended to be integrated with information from vocational aptitude assessments. (350 pages)

STUDENT DEVELOPMENT
Students • *Curriculum Guide*

A Better Education for a Changing Population • California Image Associates, Rancho Cordova, CA • 1990

This video for educators, explores the use of alternative instructional techniques and student study teams for students with disabilities from different linguistic and cultural backgrounds.

STUDENT DEVELOPMENT
Educators • *Videotape*

Breaking the Attitude Barrier: Learning to Value People with Disabilities • M. Calabro • Coronet/MTI Film and Video, Northbrook, IL • 1991

This overall workshop addresses common myths, fears, and stereotypes about people with disabilities. The video portion uses workplace interviews, dramatic vignettes, and information to demonstrate how participants can examine their own attitudes. The participant workbook includes exercises, discussions, and role-plays.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers, Other • *Training Manual/Modules, Videotape*

Career Ladders for Challenged Youth in Transition from School to Adult Life • S. Siegel, M. Robert, K. Greener, G. Meyer, W. Halloran, and R. Gaylord-Ross • PRO-ED, Austin, TX • 1992

The *Career Ladder* program was rated as an exemplary school-to-work transition program for youths with mild disabilities. The program contains three main components: supervised work experience in a community classroom, weekly seminar employment skills workshops, and on-going postsecondary services. A 12-minute video summarizes the program, which features employers, youth participants at work, parents, and educators. (163 pages)

STUDENT DEVELOPMENT
Educators • *Book, Compendium, Monograph, Videotape*

The Challenge of Independence • A/V Health Services, Inc., Sacramento, CA

This video offers a hopeful and encouraging message to individuals with physical and developmental disabilities. Four persons tell how they have overcome their disabilities to achieve a greater level of independence. Their stories are an inspiration to those who need help taking the first step towards greater independence.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Students • *Videotape*

Changes: Transition Planning for Persons with Disabilities • RPM Press, Tucson, AZ • 1990

This 38-minute professional training video illustrates how to develop transition plans that assist students to overcome the hurdles involved in making the transition from school to adult life. Viewers will learn how to form transition teams, develop

individual transition plan goals, monitor student progress, and work effectively with students, staff, and parents.

STUDENT-FOCUSED PLANNING
Educators • *Videotape*

A Community College Faculty Handbook for Students with Disabilities • S. Asselin, J. Arrington, and J. Dixon • Virginia Department of Education and SVTC, Blacksburg, VA • 1991

This handbook provides information about students with learning disabilities, visual impairments, deaf or hard-of-hearing, speech impairments, physical, and emotional disabilities. It provides suggestions for faculty members who teach students with disabilities in the classroom and addresses the myths and attitudinal barriers facing these students.

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Community Instructional Site Preparation (CISP) Model • A. Aveno • University of Virginia, Charlottesville, VA • 1989

The CISP survey is used to systematically assess a community site's preferences regarding aspects of community-based instruction, such as time and day of instruction and use of appropriate instructional materials. By using this survey, the teacher can respond to questions from the site, accommodate or negotiate concerns, and ensure that the student's instructional program needs are met.

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Other*

Community Scholar Series: Preparing Students with Psychiatric Disabilities for Postsecondary Education, Strategies for Success • M. Soloman, J. Kerouac, R. Feldman, and J. Cook • Thresholds, Inc., Chicago, IL • 1993

The *Community Scholar Series* is designed to prepare persons with mental illness to enter college or vocational-technical school. The series addresses the challenges faced by postsecondary students in two ways: by providing information on the transitional stage between the psychiatric treatment setting and the postsecondary

classroom; and by helping individuals develop the skills needed to become successful students.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators • *Book, Compendium, Monograph*

Educated Transition Choices: Parent Manual • K. Mulliner and H.W. Post • Utah Parent Center, Salt Lake City, UT

This training packet reflects research that indicates families of young adults with disabilities who are adequately informed about vocational rehabilitation and adult services transition into young adulthood with greater ease.

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Family • *Training Manual/Modules*

Employability: Integrating People with Developmental Disabilities in the Workplace • W.B. Williams • Northern Light Productions, Boston, MA

This documentary film focuses on the experiences of people with developmental disabilities in a variety of workplace situations. The overall message suggests that it makes good business sense to integrate people with developmental disabilities into the workplace.

STUDENT DEVELOPMENT
Educators, Service Providers • *Videotape*

Employment Manual: Parent Participation in the Employment of Adolescents and Adults with Developmental Disabilities • J. Weinstock, D. Kaplan, and C. Thomas • Young Adult Institute, New York, NY • 1989

This manual accompanies a series of employment videos for youth and young adults with developmental disabilities and parents. It provides lesson plan formats, handouts, overheads, and a workshop evaluation form. In addition, it offers ideas for lesson modifications and the role of the facilitator as well as an icebreaker activity.

STUDENT DEVELOPMENT, FAMILY INVOLVEMENT
Students, Family • *Training Manual/Modules, Videotape*

The Encyclopedia of Team-Building Activities • W.J. Pfeiffer • Pfeiffer and Company, San Diego, CA • 1991

This publication contains team-building activities that focus on the following areas: team effectiveness, values, feedback, role clarification, problem solving and decision making, team-member relations, intergroup activities, and new, temporary, and transition teams.

INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Book, Compendium, Monograph*

Handbook for Transition Planning and Implementation • B. Elliot, R. Schalock, and I. Ross • Educational Service Unit, Hastings, NE • 1988

This resource is designed to address rural transition models. It provide guidelines for special education personnel serving students with disabilities transitioning into postsecondary employment and independent living environments. (151 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators • *Handbook*

Identification and Assessment System for Students with Special Needs • L. Albright and T. Wentling • University of Illinois, Champaign, IL • 1991

Information in this book was designed to assist local education agency personnel in improving the quality of instruction and supportive services provided to students with disabilities.

STUDENT DEVELOPMENT
Educators • *Book, Compendium, Monograph*

Instructional Resource Handbook on Pre-Employment and Work-Maturity Skills: A Guide for Practitioners • University of Missouri • Instructional Materials Laboratory, Columbia, MO • 1992

This handbook offers a variety of resources that instructors may integrate into a pre-employment and work-maturity curricula. Included are sample lesson plans, assignment sheets, and an annotated list of resources for each competency area as well as a general list of resources. The intent of the guide is to provide practical resources that can assist local users, specifically from JTPA service delivery areas,

vocational education, adult education, and employment security.

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

Managing Diversity: Maximizing Employee Strengths and Minimizing Limitations • S. Field and M. Allen • University of Washington at Seattle • 1989

This program was developed to assist supervisors in working more effectively with employees with disabilities. (750 pages)

STUDENT DEVELOPMENT
Educators, Service Providers, Other • *Handbook*

Manual for Effective Job Coaching • Human Resources 2000

This three-ring binder includes such topics as disability awareness, training strategies for job coaches, behavior management, and other issues related to job coaching.

STUDENT DEVELOPMENT
Educators, Service Providers • *Handbook*

Meeting the High School Transition Requirements of IDEA • Virginia Department of Education, Commonwealth of Virginia

The video demonstrates a local perspective on how high schools can meet the transition requirements of the Individuals with Disabilities Education Act. The material is helpful for staff development.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Videotape*

On Your Own: Employment: Overcoming Barriers to Employment • Young Adult Institute, New York, NY

This video shows successful strategies for eliminating obstacles to employment. Interviews with professionals, employers, and employees define employment barriers and suggest new methods for opening employment opportunities for workers with disabilities. Workshop materials provide group discussion ideas, overheads, and

worksheets for participants. The manual also provides a transcript of the videotape and a transition manual.

STUDENT DEVELOPMENT
Educators, Service Providers, Other • *Training Manual/Modules, Videotape*

On Your Own: Employment: Preparation for Employment, The Role of Schools and Agencies • Young Adult Institute, New York, NY

This videotape explores the roles that schools and agencies play in preparing people with disabilities for employment. Panel discussion, interviews with professionals, and a visit to a vocational training program demonstrate the cooperative work between schools and agencies essential to enhance employment opportunities for people with developmental disabilities. Workshop materials include group discussion ideas, overheads, and worksheets for participants. The manual also provides a transcript of the tape and a transition manual.

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION
Educators, Service Providers • *Training Manual/Modules, Videotape*

On Your Own: Transition: Empowerment Skills for Successful Transitioning • Young Adult Institute, New York, NY

This workshop explores how parents can become empowered to help themselves and their children with developmental disabilities as they prepare to make the transition into adulthood. Role-plays demonstrate good and bad parent advocacy skills and help parents develop the support skills needed to assist their children. Workshop materials include group discussion ideas, overheads, and worksheets for participants. The manual also provides a transcript of the videotape and a transition manual.

FAMILY INVOLVEMENT
Family • *Training Manual/Modules, Videotape*

On Your Own: Transition: Family Support Systems • Young Adult Institute, New York, NY

This videotape explores the systems of support that parents draw upon while raising their children with developmental disabilities. Professionals and parents discuss the need for support and the systems available to families. Workshop materials include group discussion ideas, overheads, and worksheets for participants. The manual also

provides a transcript of the videotape.

FAMILY INVOLVEMENT
Family • *Training Manual/Modules, Videotape*

On Your Own: Transition: Parent and Professional Cooperation • Young Adult Institute, New York, NY

This workshop focuses on the needs of parents and professionals as they seek to develop mutually cooperative working relationships. A panel of parents and professionals, as well as interviews with experts in the field of special education, illustrates how parents and professionals can work together for mutual benefit. Workshop materials include group discussion ideas, overheads, and worksheets for participants. The manual also provides a transcription of the videotape.

INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT
Educators, Service Providers, Family • *Training Manual/Modules, Videotape*

One Hand Can Do the Work of Two • A/V Health Services, Inc.

In March of 1991, Carrie Wright suffered a cerebral hemorrhage and lost the use of her arm on her dominant side. In this video, Wright shows the skills she mastered to perform a variety of household activities with one hand. The video is an excellent resource for teaching techniques and can also be a great motivational tool.

STUDENT DEVELOPMENT
Students • *Videotape*

Parent Professional Training Core Modules • Resources in Special Education (RISE), Sacramento, CA • 1989

These *Parent Professional Training Modules* were developed to serve as a core set of training resources used primarily for parents. The modules focus on content and activities that build advocacy skills and offer resources to promote parent-professional collaboration to ensure quality education for all students with disabilities.

FAMILY INVOLVEMENT
Family • *Training Manual/Modules*

Parents as Partners: A Transition Manual for Parents of Youth with Disabilities • Human Resources 2000

This handbook discusses topics such as transition, long-range planning, independent living, Social Security, guardianship, wills, and other topics of concern to families and youth with disabilities.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Family • *Handbook*

Puzzled About Educating Special Needs Students? User's Guide for Modifying Vocational Curricula for Handicapped Students • L. Tindall • University of Wisconsin–Madison, Madison, WI • 1990

This book examines how to modify secondary and postsecondary vocational education programs that serve individuals with disabilities. It covers modifications in six disability areas, interagency linkages, assessment, and models of service delivery. (486 pages)

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Book, Compendium, Monograph*

Realizing the Dream • ACT Publications Department, Iowa City, IA • 1994

This set of two training manuals focuses on career planning for students with disabilities and parents. This integrated kit of materials can be used by counselors to orient parents about their career guidance role and equip them to guide their children to make effective decisions. Parents are provided insight and motivation they need to feel comfortable in a career and planning support role. These are resources for families to use in the home. They contain parallel activities that give parents and students a common basis for discussing each step of the career planning process.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Students, Family • *Training Manual/Modules*

The Rural Transition Training Manual and Parent Handbook for Transition • A.S. Halpern and D. Nelson • George Washington University, Washington, DC • 1988

This handbook describes a four-year course sequence to prepare rural transition program specialists (includes a parent's handbook). (200 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Social Competence and Employability Skills Curriculum • R. Weisgerber • Aspen Publishers, Rockville, MD • 1989

This curriculum was designed for developing functional performance skills by persons with disabilities as they prepare for independent living, with emphasis on social skills and skills for daily living in the home and community. Contents include an administrator's guide for developing a transition program, student materials for developing social skills, a counselor's guide, and an employer's guide for hiring persons with disabilities. (586 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Students, Other • *Curriculum Guide*

Strategies: A Practical Guide for Dealing With Professionals and Human Service Systems • C. Shields • Paul H. Brookes Publishing Co. • 1989

This practical resource for family and youth with disabilities describes the roles of professionals and how service systems work. It provides specific strategies for handling situations and problems that may be encountered when working with a service provider. More than 60 useful strategies based on common sense and principles of clear communication cover such topics as selecting and dealing with professionals, being persistent, gathering information, and keeping records. Also included is an extensive appendix of parent support groups. (142 pages)

FAMILY INVOLVEMENT
Students, Family • *Book, Compendium, Monograph*

The Supported Work Model of Competitive Employment for Citizens with Severe Handicaps: A Guide for Job Trainers • S. Moon, P. Goodall, and V. Barcus • Virginia Commonwealth University, Rehabilitation Research and Training, Richmond, VA • 1986 • Revised Edition

These materials were developed for persons who are directly involved in the training and placement of citizens with mental retardation in community-based competitive jobs. Job development activities, client assessment, job site training, and follow up represent activities a job trainer must be able to accomplish in order to help the individual with severe disabilities get and hold a competitive job. Completed forms and a set of blank forms are included. (151 pages)

STUDENT DEVELOPMENT
Service Providers • *Training Manual/Modules*

Training Parents as Career Educators for Children with Disabilities • M. Lee and D. Katz • University of New York, New York, NY • 1987

The purpose of this manual is to assist parents of pre-adolescents and early adolescents with disabilities in helping their children with career information, career choices, and transition from school to the world of work. (81 pages)

STUDENT DEVELOPMENT, FAMILY INVOLVEMENT
Family • *Handbook*

Transition Manual: Enhancing Parent Participation in the Transition of Adolescents and Adults with Developmental Disabilities • J. Weinstock, D. Kaplan, and C. Thomas • Young Adult Institute, New York, NY • 1989

This manual accompanies a series of transition videos for parents of youth and young adults with developmental disabilities. Lesson plan formats, handouts, overheads, and a workshop evaluation form are included. In addition, the manual provides ideas for lesson modifications, the role of facilitator, and an icebreaker activity. (5 videos accompany the manuals)

FAMILY INVOLVEMENT
Family • *Training Manual/Modules, Videotape*

The Transition Series #1: Making It in the Real World • Parent Educational Advocacy Training Center (PEATC), Alexandria, VA • 1993

This first in a series of six workshops guides families in preparing for a young person's transition from school to adult life. During the workshop, participants review the critical goals of transition, consider practical activities that promote student achievement, become familiar with pertinent federal legislation, and come to understand the important roles of family members in the transition process.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Family • *Training Manual/Modules*

The Transition Series #2: Transition Plans—Roadmaps to the Future • Parent Educational Advocacy Training Center (PEATC), Alexandria, VA • 1993

In this workshop, participants learn how transition planning can be incorporated into students' ongoing special education plans. They discuss the influence of competency testing, graduation requirements, diplomas, inclusion, and curriculum emphasis on transition plans. Sample transition forms are reviewed and participants develop transition goals.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Family • *Training Manual/Modules*

The Transition Series #3 • Parent Educational Advocacy Training Center (PEATC), Alexandria, VA • 1993

In this third workshop of the series, family members learn to identify strategies for respecting a young person's choices while offering continued love and guidance. A variety of skills and supports that assist a young person in adult life are reviewed.

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Family • *Training Manual/Modules*

The Transition Series #4 • Parent Educational Advocacy Training Center (PEATC), Alexandria, VA • 1993

During this fourth workshop, a panel of community service representatives provide relevant information and answer questions about local employment, education, and

independent living opportunities.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Family • *Training Manual/Modules*

The Transition Series #5 • Parent Educational Advocacy Training Center (PEATC), Alexandria, VA • 1993

Through this workshop, participants learn about the role of vocational education in special education planning, the entry criteria, and assessment and placement procedures for vocational education. Guest speakers discuss specific examples of community-based vocational education opportunities. Participants learn how reasonable accommodations, job coaches, and supports in the workplace assist a student in keeping a job.

STUDENT DEVELOPMENT, FAMILY INVOLVEMENT
Family • *Training Manual/Modules*

The Transition Series #6 • Parent Educational Advocacy Training Center (PEATC), Alexandria, VA • 1993

This six-part workshop series assists families in preparing for a young person's transition from school to adult life in the community. During this final workshop of the series, parents review information and strategies useful for shaping secure futures for their children. Through case studies and guest speakers, participants become familiar with strategies and resources related to financial planning, adult health care, and formal and informal supports.

STUDENT-FOCUSED PLANNING, FAMILY INVOLVEMENT
Family • *Training Manual/Modules*

What Managers and Supervisors Need to Know About the ADA • R. Pimentel, D. Bissonnette, and M. Lolito • Milt Wright and Associates, Inc., Chatsworth, CA • 1992

This handbook outlines clearly how to be in compliance with the ADA and work effectively with persons with disabilities. It comes complete with practical and insightful tips and recommendations for managers and supervisors. (56 pages)

PROGRAM STRUCTURES AND ATTRIBUTES
Service Providers, Other • *Handbook*

Working with Adults with Exceptional Needs: A Guide for the Trainer • L. Carlisle and T. Connelly • California Department of Education

This manual is written for those persons who conduct presentations, training, workshops, or meetings where persons with disabilities may be in attendance. The information will assist the presenter in establishing a comfortable and supportive teaching and training environment where all participants receive the benefits of an optimal learning experience. (43 pages)

PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

Youth with Disabilities: Strategies for Interagency Transition Programs • J. Everson • Butterworth-Heinemann, Stoneham, MA • 1993

This book presents workable strategies for planning, implementing, monitoring, and evaluating comprehensive transition programs for young people with severe or multiple disabilities. Using a team approach, it provides a link between theory and practice. (166 pages)

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Book, Compendium, Monograph*

Washington, DC

VERY SPECIAL ARTS EDUCATIONAL SERVICES

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Project PARTnership: A Model Program for Encouraging Self-Determination Through Access to the Arts

This instructional kit was designed to use the arts as a means to teach students with disabilities self-determination skills. Through a three-step framework, students explore ways to take control of their own lives, advocate for themselves, make choices, set goals, and take steps to achieve them. The three steps are activity mapping, student review of the art activity, and partnership group. Activity suggestions are provided across drama, dance, music, creative writing, photography, and other visual arts. The kit also includes an awareness-building video that shows various accomplished artists with disabilities, talking about why self-determination is important in their lives.

STUDENT DEVELOPMENT
Students • *Training Manual/Modules, Videotape*

Washington

WASHINGTON RESOURCE AND TECHNICAL ASSISTANCE CENTER FOR TRANSITIONAL SERVICES

Experimental Education Unit (EEU) WJ-10
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Managing Your Future • 1994

This video and handbook examine the transition process at the local level and provide an overview of federal and state regulations. (20 pages)

PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook, Videotape*

Vocational Transition Series (VTS) • Contact: J. J. Stowitschek

This series of modules provides concentrated training in core instructional and service elements using the transition provisions of the Individuals with Disabilities Education Act. VTS offers a cross-categorical orientation that prepares educators to address the transition needs of all students with disabilities. VTS uses videodiscs for five of its 11 modules, simulation exercises, presenter-led discussions, readings, and optional field projects. The following 11 VTS modules are discussed in brief.

Module 1: Exploring Issues in the Transition from School to Adult Life

This module gives an overview of the foundations for the national transition initiative and includes readings, and instructor- and transparency-led discussions. (1.5 hours)

Module 2: Exploring the Legal Basis for Transition Services

This module explores pertinent legislation and legal issues supporting school-to-adult life transition and includes readings, and instructor- and transparency-led discussions. (1/2 hour)

Module 3: Utilizing Functional Evaluation for Transition

Module 3 surveys functional and vocational assessment, including exercises in determining and enhancing assessment authenticity and using career portfolios for evaluation. It includes readings, and instructor- and transparency-led discussions. (3-4 hours)

Module 4: Sponsoring a Local Transition Initiative

Module 4 provides a 10-step plan for transition planning at the local level and includes transition planning with a Macintosh generator, readings, videodiscs, computer disc, and instructor- and transparency-led discussions. (4-5 hours)

Module 5: Collaborating for Vocational Accommodation

This module includes two parts: collaboration approaches (pros and cons) and teacher-to-teacher collaboration. It consists of strategies, readings, videodiscs, and instructor- and transparency-led discussions. (3-4 hours)

Module 6: Mapping and Adjusting Vocational Curricula

Module 6 enhances special educators' familiarity and comfort levels with vocational education programs and curricula, and includes mapping and curriculum adaptation exercises, readings, instructor- and transparency-led discussions, and exercises. (3-4 hours)

Module 7: Accommodating Students in Vocational Education

This module has 3 videodisc interactive units for special and vocational educator dyads that focus on presenting for understanding, managing practice, and developing student assistants. Module 7 also includes readings, and instructor-led discussions. (1.5 hour each)

Module 8: Adapting Models of School-to-Adult Life Transition

In *Module 8*, participants learn to utilize "best practices" in transition to assess, select, and adapt transition model programs and components. This module includes readings, instructor- and transparency-led discussions, model assessment, and adaptation exercises. (2 hours)

Module 9: Supporting Work Experience and Employment Training

Participants develop an understanding of the importance of work training as part of secondary transitional programming for youth with disabilities. *Module 9* consists of two parts: (a) cooperative work experience support for students with mild disabilities and (b) supported employment for students with moderate and severe disabilities. It includes readings, instructor-led discussions, and exercises. (3 hours)

Module 10: Collaborating Across Agencies for Transition

Module 10 explores the development of cooperative arrangements between schools and adult service agencies and includes readings, instructor- and transparency-led discussions, and exercises. (1.5 hours)

Module 11: Facilitating Self-Determination

This module promotes understanding of self-determination as an element of transition and includes a taxonomy, assessment schema and coincidental teaching strategies, current readings, instructor- and transparency-led discussions, and participant activities. (3 hours)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Training Manual/Modules*

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Self-Determination: A Resource Manual for Teaching and Learning Self-Advocacy Skills

This manual is designed as a resource for educators to teach self-determination skills to students with developmental disabilities. The expected outcomes include increasing each person's sense of self-worth, responsible decision-making, developing a clear future vision, and increasing awareness of each person's options and

resources. A self-advocacy glossary and 11 topics are discussed, including self-advocacy, self-esteem, individualism, friends, communication, decisions and options, respect, team building, the IEP process, assertiveness, and networking. Each chapter provides a definition, goals, topics, activities, and a list of resources.

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING
Educators • *Handbook*

Wisconsin

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Integrating Vocational and Academic Education: A Handbook Featuring Four Demonstration Sites Including Students from Special Populations • L. Tindall, J. Gugerty, A. Phelps, C. Weis, and S. Dhuey • 1996 • $39.00

This handbook describes effective processes and techniques for developing, implementing, and evaluating integrated vocational and academic programs. Various secondary programs that focus on at-risk students, teen parents, individuals with limited-English proficiency, minorities, and students with disabilities are highlighted. Each of the four demonstration sites developed integrated curricula to help students transition to work or postsecondary education. This practical handbook will help teachers and administrators who wish to replicate or adapt these programs to their schools. The handbook contains a staff development chapter to assist in the

development and implementation of integrated vocational and academic programs.

STUDENT DEVELOPMENT, INTERAGENCY COLLABORATION
Educators • *Handbook*

WISCONSIN'S DESIGN FOR TRANSITION SUCCESS

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or
Division of Vocational Rehabilitation
P.O. Box 7852
Madison, WI 53707-7852
608-243-5666
FAX: 608-243-5681

ALL MEANS ALL: Including Students from Special Populations in School to Work • 1995

This handbook provides an overview of the School-to-Work Opportunities Act, emphasizing the requirements for promoting the inclusion of students from special populations. The special populations are described and strategies are included for each group in school-to-work programs. Other legislation relating to transition principles, nondiscrimination, and program accessibility are outlined. (416 pages)

STUDENT DEVELOPMENT, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

Collaborative Transition Programming for Students with Disabilities • 1995

This multifaceted conceptual model of transition includes the legal perspective, outcome data, multidimensional service delivery, multidisciplinary roles, multi-agency agreements, and training for staff development using the IEP process. (160 pages)

STUDENT DEVELOPMENT, STUDENT-FOCUSED PLANNING, INTERAGENCY COLLABORATION, PROGRAM STRUCTURES AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Overview of Transition Services for Students with Disabilities • 1995

This handbook includes the IDEA transition-related regulations and describes how they are applied to the IEP process. It also shows how other state and federal legislation applies to transition program requirements. (33 pages)

STUDENT-FOCUSED PLANNING, PROGRAM STRUCTURES AND ATTRIBUTES
Educators • *Handbook*

School and DVR's Responsibilities in the Provision of Transition Services for Individuals with Disabilities • 1995

This resource describes transition requirements under IDEA and the Rehabilitation Act and the necessary administrative roles of each agency to implement the laws. It also contains Wisconsin's Department of Public Instruction and Department of Vocational Rehabilitation's interagency agreement for transition services. (55 pages)

INTERAGENCY COLLABORATION, PROGRAM STRUCTURE AND ATTRIBUTES
Educators, Service Providers • *Handbook*

Teamwork as a Strategy for Improving Transition for Youth with Disabilities • 1994

This handbook provides an outline for training multi-agency staff to work together and describes a team-building approach to training. (53 pages)

INTERAGENCY COLLABORATION
Educators, Service Providers • *Handbook*

Other Resources

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Other Resources

IN OUR SEARCH for transition-related professional development materials, we also recognized that a variety of books and other resources are available that address transition programs, approaches, and theories, as well as specific practices included in the *Taxonomy for Transition Programing*. Many of these resources will be useful as texts or examples in planning or providing professional development activities. In this section, we list over 70 such resources, in alphabetical order by title. Subsequently, we provide contact information for each publisher for whom materials are included.

ADA Mandate for Social Change, The • P. Wehman • Paul H. Brookes Publishing Co. • 1993 • ISBN: 1-55-766-117-0 (284 pages)

Assessment of Individuals with Severe Handicaps • D.M. Browder • Paul H. Brookes Publishing Co. • Second Edition • 1991 • ISBN: 1-55-766-067-0 (413 pages)

Beyond High School: Transition from School to Work • F.R. Rusch and J.G. Chadsey • Wadsworth Publishing Co. • 1998 • ISBN: 0-534-34432-1 (479 pages)

Building School-to-Work Programs: Strategies for Youth with Special Needs • M.R. Benz and L.E. Lindstrom • Prentice Hall • 1997 • ISBN: 0-89079-712-9 (200 pages) • $26.00

Career Counseling for People with Disabilities: A Practical Guide to Finding Employment • K.E. Wolffe • Pro-Ed • 1997 • ISBN: 0-89079-722-6 (187 pages) • $39.00

Career Development and Transition Education for Adolescents with Disabilities • G. Clark and O. Kolstoe • Allyn and Bacon • Second Edition • 1995 • ISBN: 0-205-14788-7 (478 pages)

Career Education: A Functional Life Skills Approach • D.E. Brolin • Merrill Education • 1995 • ISBN: 0-02-315062-9 (480 pages)

Career Ladders for Challenged Youths in Transition from School to Adult Life • S. Siegel, M. Robert, K. Greener, G. Meyer, W. Halloran, and R. Gaylord-Ross • Pro-Ed • 1993 • ISBN: 0-89079-546-0 (164 pages) • Book, $29.00; Book and videotape, $96.00; Videotape, $69.00

Case Management and Rehabilitation Counseling: Procedures and Techniques • R. Roessler and S.E. Rubin • Pro-Ed • 1992 • ISBN 0-89079-519-3 (227 pages) • $28.00

Challenges for a Service System in Transition: Ensuring Quality Community Experiences for Persons with Developmental Disabilities • M.F. Hayden and B.H. Abery • Paul H. Brookes Publishing Co. • 1994 • ISBN: 1-55766-125-1 (512 pages) • $35.00

Closing the Shop: Conversion from Sheltered to Integrated Work • S.T. Murphy and P.M. Rogan • Paul H. Brookes Publishing Co. • 1995 • ISBN: 1-55766-153-7 (256 pages) • $26.00

Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps • M. Falvey • Paul H. Brookes Publishing Co. • Second Edition • 1989 • ISBN: 1-55766-023-9 (372 pages)

Competitive Emplyment Issues and Strategies • F.R. Rusch • Paul H. Brookes Publishing Co. • 1986 • ISBN: 0-933716-59-1 (363 pages)

Counseling Persons with Physical Disabilities: Theoretical and Clinical Perspectives • L.E. Marshak and M. Seligman • Pro-Ed • 1993 • ISBN 0-89079-580-0 (234 pages) • $29.00

Curriculum-Based Vocational Assessment • R.A. Stodden, R.N. Ianacone, R.M. Boone, and S.W. Bisconer • International Education Corporation • 1987 • ISBN: 0-943693-01-2 (358 pages)

Deaf Students and the School to Work Transition • T. Allen, B. Rawlings, and A. Schildroth • Paul H. Brookes Publishing Co. • 1989 • ISBN: 1-55766-020-4 (253 pages)

Developing Natural Supports in the Workplace: A Practitioner's Guide • S.T. Murphy and P.M. Rogan • Training Resource Network • 1994 • ISBN: 1-883-302-064 (109 pages)

Developing Staff Competencies for Supporting People with Developmental Disabilities: An Orientation Handbook • J.F. Gardnev and M.S. Chapman • Second Edition • Paul H. Brookes Publishing Co. • 1993 • ISBN: 1-55766-107-3 (480 pages) • $35.00

Disability and the Family: A Guide to Decisions for Adulthood • H. Rutherford Turnbull III, A.P. Turnbull, G.J. Bronicki, J.A. Summers, and C. Roeder-Gordon • Paul H. Brookes Publishing Co. • 1989 • ISBN: 1-55766-004-2 (417 pages)

Economics, Industry, and Disability: A Look Ahead • W.E. Kiernan and R.L. Schalock • Paul H. Brookes Publishing Co. • 1989 • ISBN 0-933716-59-1 (363 pages)

Families, Professionals, and Exceptionality: A Special Partnership • A.P. Turnbull and H.R. Turnbull • Merrill Education • 1996 • ISBN: 0-13-568551-6 (378 pages)

Foundations of the Vocational Rehabilitation Process • S.E. Rubin and R. Roessler • Pro-Ed • Fourth Edition • 1995 • ISBN: 0-89079-601-7 (460 pages) • $37.00

Friendships and Community Connections Between People with and Without Developmental Disabilities • A.N. Amado • Paul H. Brookes Publishing Co. • 1993 • ISBN 1-55766-121-9 (416 pages) • $30.00

Getting Employed, Staying Employed: Job Development and Training for Persons with Severe Handicaps • C.S. Mcloughlin, J.B. Garner, and M. Callahan • Paul H. Brookes Publishing Co. • 1987 • ISBN: 0-933716-70-2 (256 pages) • $24.00

Guide to Successful Employment for Individuals with Autism, A • M. Datlow Smith, R.G. Belcher, and P. Juhrs • Paul H. Brookes Publishing Co. • 1994 • ISBN: 1-55766-171-5 (336 pages) • $31.00

Guide to Vocational Assessment, A • P.W. Power • Pro-Ed • 1991 • ISBN 0-89079-650-5 (321 pages) • $26.00

Handbook of Career Planning for Students with Special Needs Second Edition • T.F. Harrington • Pro-Ed • 1997 • ISBN: 0-89079-706-4 (440 pages) • $39.00

Helping Persons with Severe Mental Retardation Get and Keep Employment: Supported Employment Strategies and Outcomes • M.S. Moon, K.J. Inge, P. Wehman, V. Brooke, and J.M. Barcus • Paul H. Brookes Publishing Co. • 1990 • ISBN: 1-55766-042-5 (200 pages)

Individual Transition Plans: The Teacher's Curriculum Guide for Helping Youth with Special Needs • P. Wehman • Pro-Ed • 1995 • ISBN: 0-89079-622-X (328 pages) • $49.00

Instructional Strategies in the Community: A Resource Guide for Community Instruction for Persons with Disabilities • Edited by W.W. Woolcock and J.W. Domaracki • Pro-Ed • 1995 • ISBN: 0-89079-666-1 (236 pages) • $28.00

Interactive Teaming: Consultation and Collaboration in Special Programs • C.C. Thomas, V. Correa, and C.V. Morsink • Merrill Education • 1995 • ISBN: 0-02-420204-5 (448 pages)

Keys to the Workplace: Skills and Supports for People with Disabilities • M.J. Callahan and J.B. Garner • Paul H. Brookes Publishing Co. • 1997 • ISBN: 1-55766-276-2 (304 pages) • $24.95

Learning Disabilities and Employment • P.J. Gerber and D.S. Brown • Pro-Ed • 1997 • ISBN: 0-89079-717-y (377 pages) • $36.00

Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues • P.J. Gerber and H.B. Reiff • Pro-Ed • 1994 • ISBN: 1-56372-066 (228 pages) • $38.00

Learning Disabilities: The Challenges of Adulthood • J.R. Patton and E.A. Polloway • Pro-Ed • 1996 • ISBN: 0-89079-581-9 (303 pages) • $34.00

Life Beyond the Classroom: Transition Strategies for Young People with Disabilities • P. Wehman • Paul H. Brookes Publishing Co. • Second Edition • 1996 • ISBN: 1-55766-105-7 (459 pages) • $44.00

Natural Supports in School, at Work, and in the Community for People with Severe Disabilities • J. Nisbet • Paul H. Brookes Publishing Co. • 1992 • ISBN: 1-55766-101-4 (384 pages) • $30.00

On the Road to Autonomy: Promoting Self-Competence in Children and Youth with Disabilities • L.E. Powers, G.H.S. Singer, and J. Sowers • Paul H. Brookes Publishing Co. • 1996 • ISBN: 1-55766-235-5 (414 pages)

Promoting Postsecondary Education for Students with Learning Disabilities: A Handbook for Practitioners • L.C. Brinckeroff, S.F. Shaw, and J.M. McGuire • Pro-Ed • 1993 • ISBN: 0-89079-589-4 (440 pages) • $41.00

Providing Employment Support to People with Long-Term Mental Illness: Choices, Resources, and Practical Strategies • L.H. Ford • Paul H. Brookes Publishing Co. • 1995 • ISBN: 1-55766-1901-1 (352 pages) • $29.00

Rehabilitation Counseling: Basics and Beyond • Edited by R. Parker and E. Szymanski • Pro-Ed • 1994 • ISBN: 0-89079-518-5 (444 pages) • $36.00

Secondary Schools and Beyond: Transition of Individuals with Mild Disabilities • A. Gajar, L. Goodman, and J.K. McAfee • Prentice Hall • 1993 • ISBN: 0-67521-373-8 (416 pages)

Self-Advocacy for Students who are Deaf or Hard of Hearing • K.M. English • Pro-Ed • 1997 (125 pages) • $29.00

Self-Determination Across the Life Span • D.J. Sanders and M.L. Wehmeyer • Paul H. Brookes Publishing Co. • 1996 • ISBN: 1-55766-238-X (353 pages)

Social Competence for Workers with Developmental Disabilities: A Guide to Enhancing Employment Outcomes in Integrated Settings • C.F. Calkins and H.M. Walker • Paul H. Brookes Publishing Co. • 1990 • ISBN: 1-55766-034-4 (116 pages)

Supported Employment: A Community Implementation Guide • G.T. Bellamy, L.E. Rhodes, D.M. Monk, and J.M. Albin • Paul H. Brookes Publishing Co. • 1988 • ISBN: 0-933716-83-4 (287 pages)

Supported Employment: Models, Methods, and Issues • F.R. Rusch • Brookes/Cole Publishing Co. • 1990 • ISBN: 0-534-21660-9 (450 pages)

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Supporting Young Adults who are Deaf-Blind in Their Communities: A Transition Planning Guide for Service Providers, Families, and Friends • J.M. Everson • Paul H. Brookes Publishing Co. • 1995 • ISBN: 1-55766-161-8 (384 pages) • $39.00

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Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition • M.L. Wehmeyer, M. Agran, and C. Hughes • Paul H. Brookes Publishing Co. • 1998 • ISBN: 1-55766-302-5 (354 pages)

Transition and Students with Learning Disabilities: Facilitating the Movement from School to Adult • J.R. Patton and G. Blalock • Pro-Ed • 1996 • ISBN 0-89079-696-3 (30 pages) • $32.00

Transition from School to Adult Life: Models, Linkages, and Policy • Edited by F.R. Rusch, L. DeStefano, J. Chadsey-Rusch, L.A. Phelps, and E. Szymanski • Brookes/Cole Publishing Co. • 1992 • ISBN: 0-534-21666-8 (570 pages)

Transition from School to Work for Persons with Disabilities • D.E. Berke ll and J.M. Brown • Longman Publishing Group • 1989 • ISBN: 0-80130-228-5 (251 pages)

Transition from School to Work: New Challenges for Youth with Severe Disabilities • P. Wehman, M. Moon, J. Everson, W. Wood, and J. Barcus • Paul H. Brookes Publishing Co. • 1988 • ISBN: 0-93371-692-3 (315 pages)

Transition Programs for Students with Moderate and Severe Disabilities • J. McDonnell, C. Mathot-Buckner, and B. Ferguson • Brookes/Cole Publishing Co. • 1996 • ISBN: 0-534-34080-6 (448 pages)

Transition Strategies for Persons with Learning Disabilities • C.A. Michaels • Singular Publishing Group, Inc. • 1994 • ISBN: 1-56593-165-3 (295 pages)

Transitions to Adult Life for People with Mental Retardation: Principles and Practices • B.L. Ludlow, A.P. Turnbull, and R. Luckasson • Paul H. Brookes Publishing Co. • 1988 • ISBN: 0-93371-692-3 (385 pages)

Variety of Community Experience: Qualitative Studies of Family and Community Life, The • S.J. Taylor, R. Bogdan, and Z. M. Lutfiyya • Paul H. Brookes Publishing Co. • 1995 • ISBN 1-55766-191-X (272 pages) • $26.00

Vocational Education for Persons with Handicaps • R. Gaylord-Ross • Mayfield Publishing Co. • 1988 • ISBN: 0-87484-757-5 (457 pages)

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Vocational Special Needs • M. Sarkees-Wircenski and J.L. Scott • American Technical Publishers • 1995 (744 pages)

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Working Relationship: The Job Development Specialist's Guide to Successful Partnerships with Business, A • E.S. Fabian, R.G. Lueking, and G.P. Tilson, Jr. • Paul H. Brookes Publishing Co. • 1994 • ISBN: 1-55766-157-X (160 pages)

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